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ABSTRACT

This volume contains 23 lesson plans that were written for middle school teachers to help students learn about East Asia. The lessons are organized across six themes: (1) "People, Places & Environment"; (2) "Technology, Production, Distribution & Consumption"; (3) "Cultures, Continuity, and Change"; (4) "Aesthetics, Celebrations and Values"; (5) "Institutions, Power & Government"; and (6) "United States & Global Connections." The themes involve several areas of study including, geography, economics, agriculture, history, anthropology, archeology, arts and humanities, citizenship and government, and world cultures. Each lesson plan states the purpose, theme, suggested time, key vocabulary and concepts, materials needed, initiation, development, and key questions. Student handouts are included in this volume. Two appendices conclude the volume. The first appendix contains ideas for additional lesson plans that encompass the six themes. The second appendix contains maps of China, Japan, the Korean Peninsula, Taiwan and the entire continent of Asia. (LB)

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Teaching East Asia, Vol. II

lesson plans for middle school teachers

Produced by participants in the
Summer 1997 workshop,
"Teaching East Asia in the Middle School,"
Indiana University, Bloomington, Indiana

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TEACHING EAST ASIA
VOL. II
china • japan • korea

lesson plans for middle school teachers

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Middle school teachers attending the 1997 summer workshop:
Teaching East Asia in the Middle School

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WORKSHOP THEMES

THEME A:

PPE: PEOPLE, PLACES & ENVIRONMENT
(Geography)

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

THEME B:

TPDC: TECHNOLOGY, PRODUCTION, DISTRIBUTION & CONSUMPTION
(Economics & Agriculture)

Decisions revolving around exchange and economic policies, production, distribution, consumption, and technology (along with well-being) are global in scope.

THEME C:

CCC: CULTURES, CONTINUITY & CHANGE
(History, Anthropology & Archaeology)

Throughout periods of time, human beings have sought their historic roots while creating, learning and changing their cultures.

THEME D:

ACV: AESTHETICS, CELEBRATIONS & VALUES
(Arts & Humanities)

All people need things of beauty, times of leisure and celebration, and a sense of values and service in their lives.

THEME E:

IPG: INSTITUTIONS, POWER & GOVERNMENT
(Citizenship & Government)

Institutions and leaders control and influence individuals and culture.

THEME F:

USGC: UNITED STATES & GLOBAL CONNECTIONS
(World Cultures)

Realities of local and global interdependence require understanding of diverse global connections for possible solutions to global issues.

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Theme
A

Capital Connections

Claudia Crump, Workshop Consultant
Indiana University, Southeast

PURPOSE

To review basic geographic understandings and skills on location and terminology; to develop a "sense" of direction and distance from a given location.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME

Two or three class periods of fifty minutes each.

KEY VOCABULARY & CONCEPTS

Compass rose, cardinal and intermediate directions, relative and absolute locations, hemisphere, perceptual region, primate city (see Teacher Background #1).

MATERIALS NEEDED

For the entire class to share: floor maps of world, small outline maps of world, colored string, compass, directions signs.

For individual small groups to share: inflatable globes, rigid string, scissors, tape, atlases, charts (Student Handouts #1 and #2).

BACKGROUND INFORMATION

Teachers might want to review map scale and terminology prior to this lesson, or it can be inserted into the lesson after students realize that they need instruction.

INITIATION (Inquiry, Preview, Involvement)

1. Give students broad categories of distances in miles or kilometers: 100-1000 miles; 1000-5000 miles; 5000-10,000 miles; 10,000-25,000 miles; 25,000-50,000 miles. Ask them to sign their names under the range which they think represents the miles from their state capital to Beijing, China.

SUMMARY

Adaptable Levels
Grades 3-9

Related Themes
USGC

Values
Appreciation of likenesses and differences

Skills
Applying relative/absolute location skills; estimating distance by scale; researching and organizing data

Integration
Geography, math, reading, language

2. Use the above groupings of students' names to form research groups. Supply each group with an inflatable globe, atlas, and string/cord to measure the distances between capitals and to roughly determine the distance using a given scale on the globe or in the atlas. If no scale is given on the globe, caution students that the map scales given in the atlas may be different; encourage them to find their own reference points to compare and determine the scale for the globe.

3. Compare findings of the groups.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Assign groups to major East Asian capitals. Provide each groups with a string, ranging from short to long, which represents the fuel that they will have to fly from the capital in all directions (cardinal and intermediate). They determine:

- how far they can fly
- the eight terminal countries and/or bodies of water
- hemispheres
- absolute locations (latitude and longitude)
- nearest primate cities

These data are then recorded on the grid or spoke web charts (Student Handouts #1 or #2).

2. To conserve time, individuals within each group may be assigned to research in atlases the natural and human features of their locations. All data are recorded on the charts.

3. Charts are reviewed by each group in order to identify similarities and differences among the eight sites and to explain why.

4. Incorporate the key questions below at appropriate times to stimulate thinking and summaries.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

As representatives of each country, each group then identifies the terminal sites they would choose if they were traveling for one or more purposes: (1) a business trip to establish trade relations, (2) a vacation, (3) a goodwill mission, or (4) a data-gathering study. Using the charts, groups share their selected sites, major features and motives.

ASSESSMENT OF ACHIEVEMENT

Display all charts. Students circulate among them to determine which sites would be best suited, along with two or three supporting factors, for categories such as: "New Industrial Development," "Tourist Travel," "Raw Materials," "Senior Retirement Environs," "Quality Lifestyles," "Wilderness Lovers," etc.

Students assess their performance and product with rubrics adapted from the following (select whichever items in parentheses apply to the given assessment):

4 = Our (chart and summaries) (process) reflect(s) (a comprehensive understanding of people and places in a variety of environments) (high standards of cooperation within our group).

3 = Our (chart) (process) will be improved by making the following revisions: *student explains revisions* .

2 = Our group needs guidance in improving our (chart and summaries) (cooperative processes).

1 = Our group needs immediate assistance with the (chart and summaries) (working relationships and responsibilities).

KEY QUESTIONS

- Which of the eight sites you researched in your group were most similar? most different? What human and physical features contributed to the comparisons?
- In comparing features of people and places along the east-west lines (latitude) with those on the north-south lines (longitude), which showed the greatest similarities and differences? Explain the major contributing factors.
- Highlight natural resources and people resources at each site which will be advantageous in global trade arrangements and tourist attractions.

ALTERNATIVES

- Adapt the activity by supplying increasingly definitive clues to mystery locations and involving groups in completing the chart to determine which of the eight locations is the mystery site.
- Involve each group of students in preparing a generic packing list for a suitcase tagged to go to each of their eight locations, along with necessary adjustments to the list as features of the natural and human environment are researched. Emphasize that the packed suitcase is limited to 70 pounds in most international travel.

REFERENCES & RECOMMENDED RESOURCES

A variety of atlases and travel brochures (the latter which can usually be obtained free of charge from international travel agencies and or consulates). Contacts for the Midwest are listed below; contact your local library for information on consulates serving other parts of the United States.

Consulate General of the Republic of Korea
455 North City Front Plaza Drive, NBC Tower
Chicago, IL 60611
Tel.: (312) 822-9485

Consulate General of Japan
Japan Information Center
737 North Michigan Avenue, Suite 1100
Chicago, IL 60611
Tel.: (312) 280-0430

Chinese Consulate
104 North Michigan Avenue, Suite 1200
Chicago, IL 60603
Tel.: (312) 346-0287

TEACHER BACKGROUND #1:

Quick Reference Chart for Key Vocabulary

Antarctic Circle: latitude 66.5° S encircling the continent of Antarctica

artifacts: material manifestations of a culture (tools, clothing, foods)

country: unit of political space (often called a "state")

culture: learned behavior of people (beliefs, languages, social relationships, institutions, organizations, material goods)

cultural diffusion: spread of cultural elements (people, ideas, technology, and products) from one culture to another

database: compilation, structuring, and categorization of information for analysis and interpretation

directions:

- ***cardinal direction***: four main points of the compass (N, E, S, W)
- ***intermediate direction***: points of the compass that fall between cardinal points (NE, SE, SW, NW)

equator: latitude 0°; an imaginary line running east and west around the globe and dividing it into two equal parts known as the Northern Hemisphere and Southern Hemisphere

globe: small-scale model of the Earth that correctly represents area, relative size and shape of physical features, distance between points, and true compass direction

grid: pattern of lines on a chart or map (identified by numbers and letters; latitude and longitude) which helps determine distribution patterns and absolute location

hemisphere: half of a sphere; (Northern and Southern divided at the equator; Eastern and Western at the prime meridian [0° longitude] and 180° meridian)

International Date Line: imaginary line that roughly follows the 180° meridian in the Pacific Ocean (west of the line is one day ahead on the calendar)

location:

- ***absolute location***: location of a point on the Earth's surface which can be expressed by a grid reference (letter/number; latitude/longitude)
- ***relative location***: location of a place or region in relation to other places or regions (northwest, downstream)

nation: cultural concept for a group of people bound together by shared values and cultural characteristics (language, religion, and common history)

North Pole: geographic point farthest north on Earth; point in Northern Hemisphere where meridians converge

perceptual region: area of Earth (Middle East, Pacific Rim) identified by expressions of feelings, attitudes, and images

physical features: aspect of a place or area that derives from the physical environment (plains, plateau, fresh water)

places: locations having distinctive characteristics which give meaning and character and distinguish them from other locations

primate city: most important city in a country or state

prime meridian (Greenwich meridian): 0°; standard meridian from which longitude is measured

principle meridians: prime meridian and the International Date Line

principle parallels: equator, the Tropic of Cancer (23.5°N), the Tropic of Capricorn (23.5°S), the Artic Circle (66.5°N), and Antarctic Circle (66.5°S)

region: partitioning of an area by one or more characteristics of homogeneity which make it (or them) different from surrounding regions

scale: relationship or ratio between linear measurement on a map or globe and the corresponding distance on Earth's surface; also size of places or regions

site: specific place or setting (*e.g.*, floodplain) where something is located

South Pole: geographic point farthest south on Earth; place where meridians converge in the southern hemisphere

ADD YOUR OWN:

STUDENT HANDOUT #1:

Database Grid

PURPOSE: To visualize connections, directions, and distances from given locations.

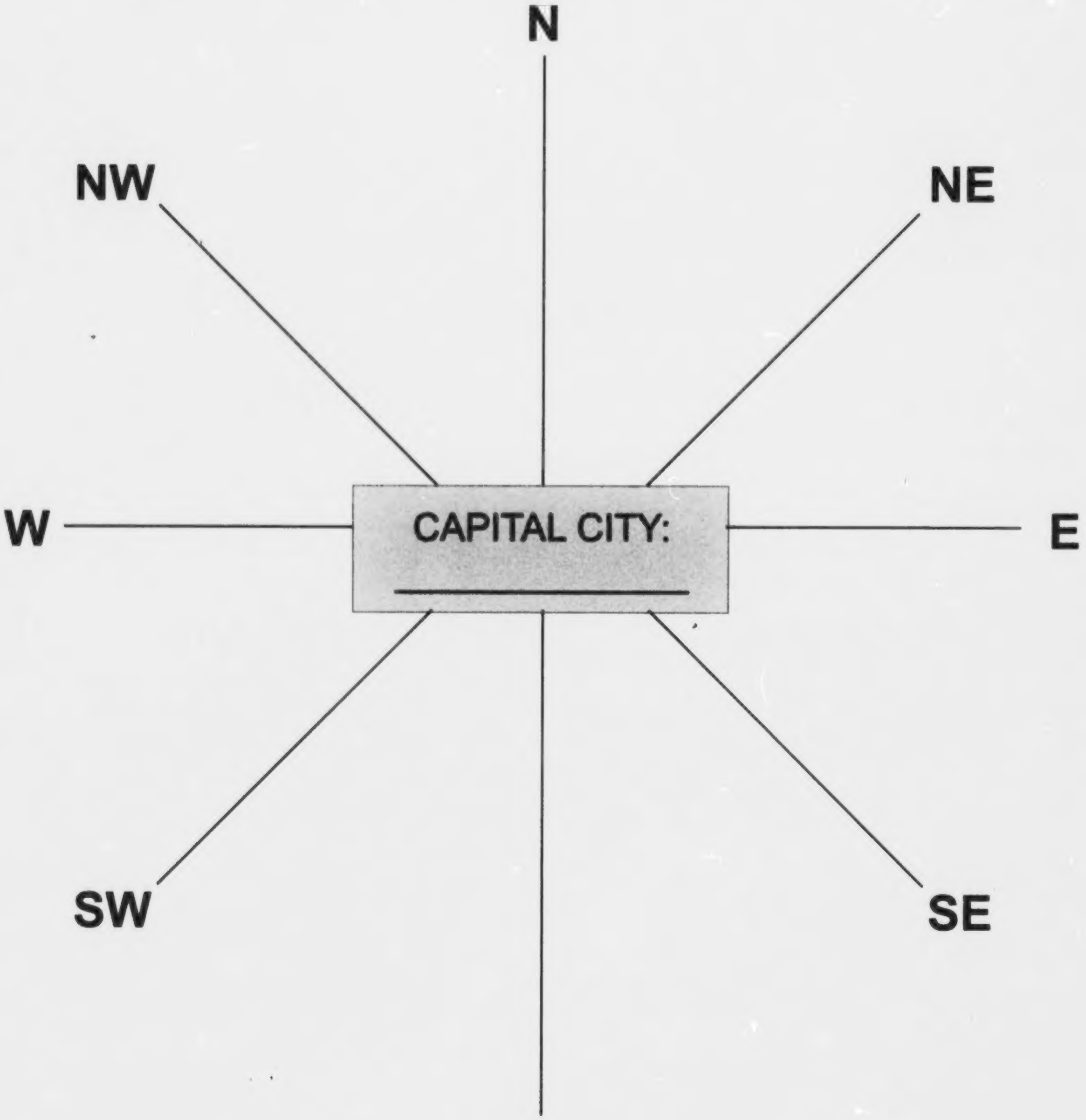
Approximate distance traveled: ___________ miles ___________ kilometers

DIRECTIONS (Cardinal & Intermediate)	**HEMISPHERE** (Northern, Eastern, Southern, Western) *(list two)*	**LOCATION** (relative & absolute)	**PLACE NAME** (continent, nation and/or state, capital, primate cities)	**MAJOR PHYSICAL FEATURES** (of land, water and natural resources)	**MAJOR HUMAN FEATURES** (of people & cultures)
Given Location					
Point due NORTH					
Point due NORTHEAST					
Point due EAST					
Point due SOUTHEAST					
Point due SOUTH					
Point due SOUTHWEST					
Point due WEST					
Point due NORTHWEST					
Closest Point in U.S.A.					

STUDENT HANDOUT #2:

Spoke Web

Record the information from your database grid along the line pointing toward each direction. Be sure to include hemisphere, relative and absolute locations, place names, major physical features, and major human features.



Theme A

China on a Globe

Francie Beville
Urey Middle School

PURPOSE

To familiarize students with China's location and some of its major geographic and political features.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME

One class period of forty minutes.

KEY VOCABULARY & CONCEPTS

Absolute location, relative location, latitude, hemisphere.

MATERIALS NEEDED

Globes (one for every three students), string, maps of Asia.

INITIATION (Inquiry, Preview, Involvement)

1. Ask students where China is located. Record the answers on the board.
2. Students locate China on maps in their textbooks and/or on wall maps.
3. Students state general facts about China using these maps. Record responses on the board.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Divide the class into groups of three.
2. Distribute Student Handout #1 to each group.
3. Students follow instructions on the handout and answer the questions.

SUMMARY

Adaptable Levels
Grades 4-8

Related Themes
USGC

Values
Cooperation, cross-cultural understanding

Skills
Map reading, inductive reasoning

Integration
Social studies, math

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Have one student in each group use a map to answer questions. Discuss within the group the advantages and disadvantages of using either the map or globe.
- Make a Playdough map or cookie dough map of China.

ASSESSMENT OF ACHIEVEMENT

1. Completion of Student Handout #1.

2. Students make five general statements about China's location and geography that were learned from this activity.

KEY QUESTIONS

- Where is China located?
- What are some of China's important geographic features?
- How do each of these features affect the people and environment of China?

STUDENT HANDOUT #1:

China on a Globe

1. Locate China on a globe. In which hemisphere is China located?

   ____

2. Trace China's boundaries using your finger. Name the countries bordering China:

   ____

3. Name the islands off the coast of China:

   ____

4. List the bodies of water that border China:

   ____

5. Put your finger on the northernmost point of China. Give the absolute location:

   ____

6. Follow this line of latitude until you reach North America. What large bay in North America is at the same latitude? ____________________

7. Place your finger on the southernmost point in China. Give the absolute location of this place: ____________________

8. Follow this line of latitude until you reach North America. Describe your location using relative location: ____________________

9. Using the information from the above exercises, what can you tell about China?

   ____

   ____

10. Using a piece of string, measure the distance across China from east to west along the 37° north latitude line: ____________________

11. Locate China's major rivers. Trace each one with your finger. List these rivers:

    ____

    ____

12. What general direction do China's rivers flow? ____________________

(Continued...)

13. Locate China's national capital (which is also its second largest city).
    Name China's capital: ______________________________
    Give its absolute location: ______________________________
    Give its relative location: ______________________________
14. Using a string, measure the distance from China's capital to the capital of the U.S.
    What is the approximate distance in miles? ______________________________
15. Where are most of China's cities located? ______________________________
16. China's largest city, located at 40°N and 116°E is: ______________________________
17. Find a large city in the U.S. located at approximately the same latitude:
    ____
18. Tianjin is China's third largest city.
    Give its absolute location: ______________________________
    Give its relative location: ______________________________
19. Measure the distance between Shanghai and Beijing: ______________________________
20. What geographic feature is located along the southwest border of China?
    ____

Theme
A

Population and Area Comparison

Lonnie Curtis
Alexandria Middle School

PURPOSE

To demonstrate the difference between the population density of East Asia and the U.S.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical choices about relationships.

SUGGESTED TIME

One class period of fifty minutes.

KEY VOCABULARY & CONCEPTS

Population density.

MATERIALS NEEDED

- pie chart with 48% representing the land area of the United States (3,536,340 sq. mi.) and 52% representing the land area of East Asia (3,845,260 sq. mi.) [Student Handout #1]
- different color stickers (each representing 10,000,000 people) for each of the following countries (you may recalculate sticker allocation based on updated population statistics):
    - China: population 1,236,700,000 or 120 stickers
    - Japan: population 126,100,000 or 12° stickers
    - North Korea: population 24,300,000 or 2° stickers
    - South Korea: population 45,900,000 or 4° stickers
    - Taiwan: population 21,500,000 or 2 stickers
    - United States: population 267,700,000 or 26° stickers
- for advanced students: atlas (with data containing population and areas), protractor, and calculator

BACKGROUND INFORMATION

This lesson could be used as a whole class activity or as a group exercise.

INITIATION (Inquiry, Preview, Involvement)

1. Introduce the idea of population density by having students crowd together, two to a seat and moving desks extremely close together.

SUMMARY

Adaptable Levels
Grades 5-9

Related Themes
USGC

Values
Appreciation of the earth's value and limitations

Skills
Drawing conclusions, researching, observing, comparing, organizing, problem-solving

Integration
Social studies, math

2. Present the class with the following questions by writing them on the board:
    - How would you compare East Asia's land size with that of the United States?
    - How would you compare East Asia's population with that of the United States?
    - What is population density?
    - What problems could be caused by high population density?
    - What are some possible solutions to the problem of overcrowding?

3. Divide the class into groups of three to four students.

4. Have the students answer the questions in small groups and discuss their answers with the large group afterward, recording responses from all groups on the board.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Provide each group with materials (see Materials section): (1) pie chart of U.S. and East Asia land area, (2) different colored stickers for each 10,000,000 of each country's population, and (3) a list of countries and their populations (advanced students should research this information themselves).

2. Explain that the pie chart represents the land area of the United States and the land area of East Asia.

3. Instruct the students to use one sticker to represent every 10,000,000 people and have them match the countries with the correct color of sticker. (HINT FOR STUDENTS, if needed: the bigger the population, the more stickers would be needed.) Have students place the stickers on the correct side of the chart (East Asia or U.S.).

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

After the charts have been completed, have the groups revise their original answers to the questions that are on the board. Follow this with a class discussion of the answers, before the groups turn in their responses.

ASSESSMENT OF ACHIEVEMENT

Have students move out of their groups and write a paper which explains three problems of overcrowding and three possible solutions to the problem of overcrowding (fitting more and more people into the same size space). Have students exchange answers with another student and evaluate their answers by using the following rubrics (in each case, give students the opportunity to revise their answers before turning in their papers):

4 = answer clearly states three problems and three solutions
3 = answer states two problems and two solutions
2 = answer minimally states one problem and one solution
1 = problems and solutions are not clearly stated

ALTERNATIVES

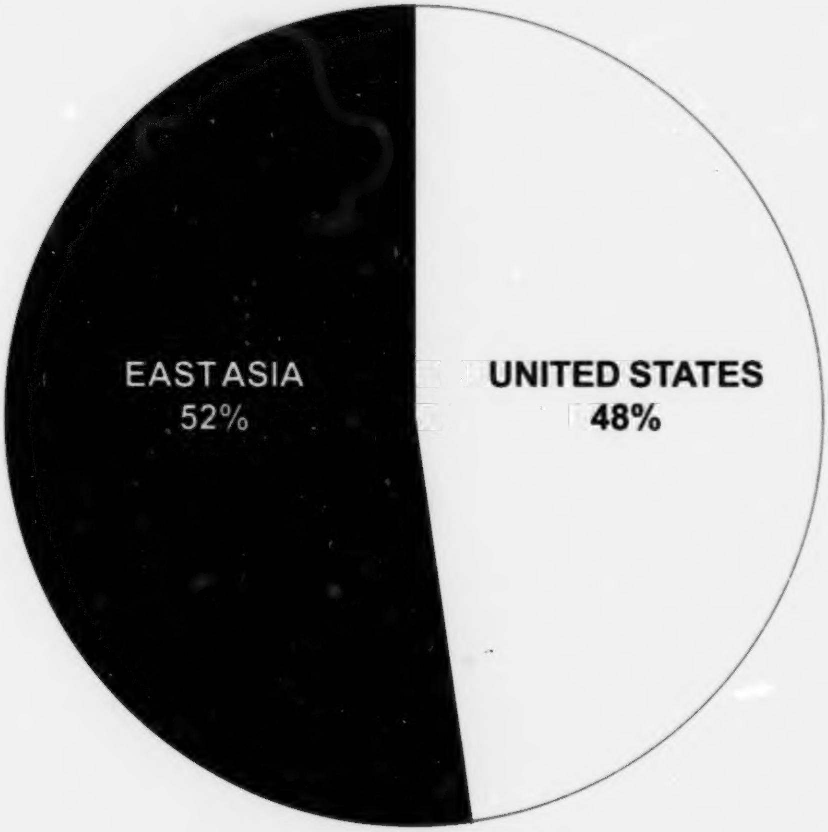
- This lesson could be adapted to different grade levels by having more advanced students draw their own charts and providing less structure by the teacher, allowing students to create their own structure for the activity.
- For more advanced classes, have students calculate how many stickers would be used to represent each country's population.

REFERENCES & RECOMMENDED RESOURCES

1997 World Population Data Sheet. Published by Population Reference Bureau.
1875 Connecticut Avenue NW, Suite 250, Washington, D.C., 20009-5728.
Tel.: (202) 483-1100

STUDENT HANDOUT #1:

Land Area of East Asia Compared to the United States



Theme
A

Geography of Japan

Lonnie Curtis
Alexandria Middle School

SUMMARY

Adaptable Levels
Grades 5-12

Related Themes
CCC, IPG

Values
Understanding

Skills
Drawing conclusions, researching, observing, comparing

Integration
Social studies, science, art

PURPOSE

The student should understand the following geographic ideas about Japan:

- location of major cities and bodies of water
- Japan's elevation levels are a determinant of places people live
- geographic isolation has served to protect Japan from invasion and has allowed Japan to develop a sense of identity
- scarcity of resources (*e.g.*, minerals) on the islands are a cause for Japan to seek an empire

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical choices about relationships.

SUGGESTED TIME

Two or three class periods of fifty minutes each.

KEY VOCABULARY & CONCEPTS

- isolation = condition of being set apart from others, physically or otherwise
- empire = major political unit having a territory of great extent or a number of territories or peoples under a single sovereign authority
- archipelago = a group of islands
- population density = average number of people per unit area (*e.g.*, square mile)

MATERIALS NEEDED

- outline map of Japan (Student Handout #1)
- grid of latitude and longitude (Student Handout #2)
- map instruction sheet (Student Handout #3)
- classroom charts/posters to display in front of the class with the following questions:
  - Where do the people in Japan live?
  - Why do they live where they do?
  - How has Japan been effected by its surroundings?
  - What are Japan's mineral resources? How have they affected Japanese history?
  - What would you like to learn about Japan's geography?
- atlas
- colored pencils

BACKGROUND INFORMATION

(see "Alternatives" section)

INITIATION (Inquiry, Preview, Involvement)

1. Put up the large charts/posters which display the five questions (see "Materials" section) in front of the class. Have students get into groups of four or five and discuss the answers to all five questions within their group.

2. Have one student from each group write the answers to one of the questions directly on the chart/poster.

3. Discuss the definitions to the key vocabulary words with the class.

4. Encourage other groups to add to the initial answers if they wish.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Distribute the grids, outline maps, and map instructions to each individual student.

2. Explain that the lines of latitude and longitude that pass through the Japanese islands are labeled on the blank grid (Student Handout #2).

3. Demonstrate how to draw an enlarged map of Japan by looking at the outline map (Student Handout #1) and drawing the borders of Japan in the correct place on the blank grid. A sample student map is included for teacher reference (Teacher Background #1).

4. Instruct the students to draw their own maps and follow instructions on the instruction sheet.

5. Provide a reasonable amount of time for the students to complete their maps in class.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

Have the students get back into their groups and write answers to the questions in "Key Questions" section below.

ASSESSMENT OF ACHIEVEMENT

1. Have the groups exhange their answers to the "Key Questions" and evaluate the other groups' answers using the following rubrics:
   4 = excellent answers; provides clear thoughtful responses to all questions
   3 = adequate answers; provides satisfactory responses to most questions
   2 = weak answers; provides insufficient responses to most questions
   1 = incorrect or inadequate responses to questions; needs further assistance

2. Have each group return the answers to the original group. Each group may revise their original answers before turning in their papers.

3. Guide the class as they discuss and revise the original responses that they wrote on the charts in the front of the class. Have students from each group write revised answers on each of the charts/posters.

KEY QUESTIONS

- Why are Japanese cities located along the coasts?
- What could the surrounding seas provide for Japan?
- What could be the military advantage of occupying an island?
- How do Japan's natural resources of coal, oil and natural gas compare with the same resources found in Europe? (Encourage students to look at maps in atlases.)
- Why would these natural resources be needed?
- How could the lack of resources account for Japan's interest in building an empire?
- What advantages could a colony provide for a country? Would these advantages also exist simply by establishing a trading relationship with that area/region/country, without colonization?

ALTERNATIVES

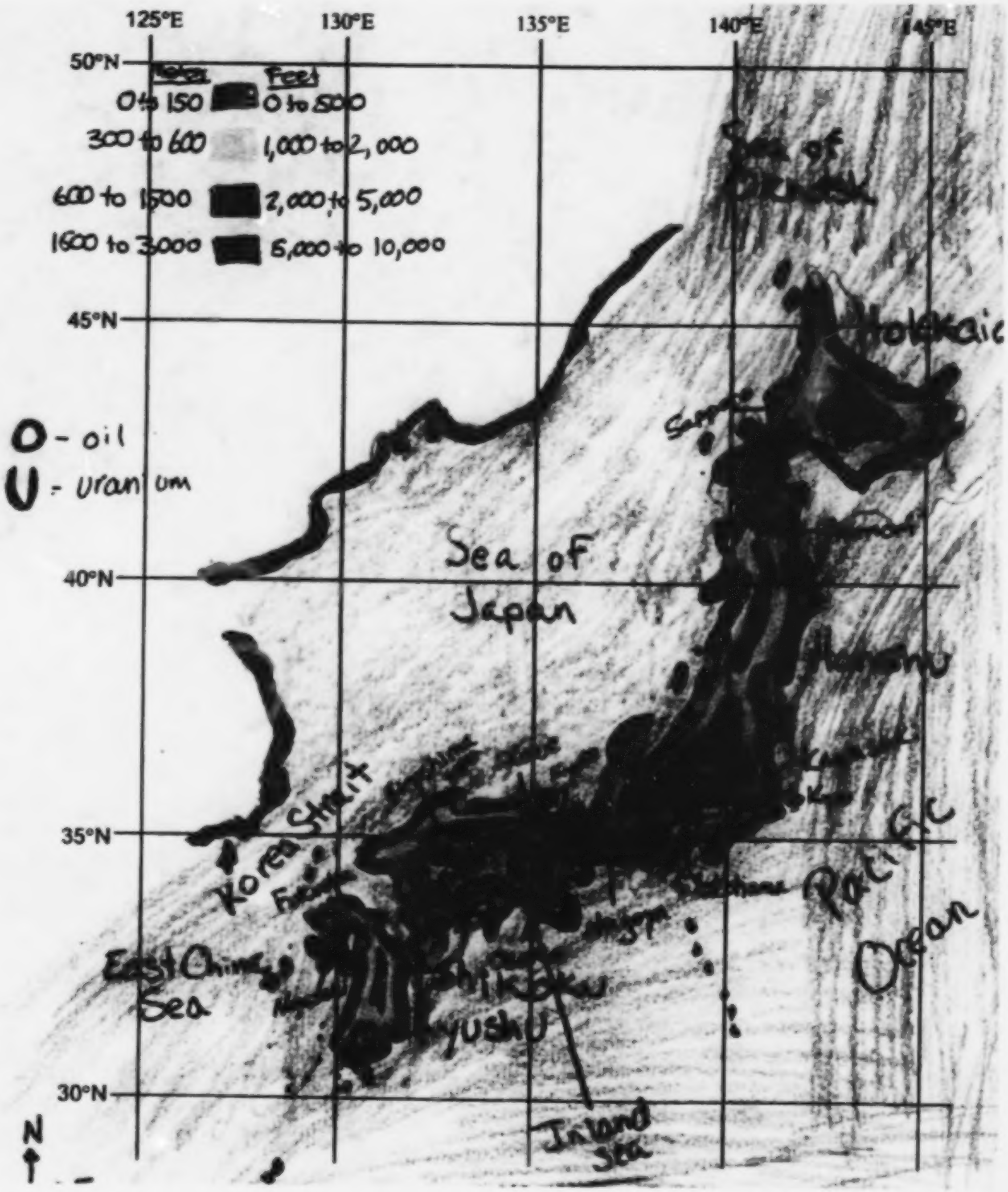
This lesson could be adapted to different grade levels by having more advanced students draw their own blank grids and providing less structure by the teacher, allowing students to create their own structure. This lesson could be integrated into the subject area of science in connection with a unit on earth science (e.g., mineral resources). It could also be integrated into the subject area of art by having students decorate their hand-drawn maps with Japanese art and symbols.

REFERENCES & RECOMMENDED RESOURCES

- *World Cultures: A Global Mosaic*. Englewood Cliffs: Prentice Hall, 1996.
  ISBN: 0-13831-801-8
- *Nystrom World Atlas*. Chicago: Nystrom (Division of Herff Jones), 1995.
  ISBN: 0-88463-480-9. Publisher tel.: (800) 621-8086

TEACHER BACKGROUND #1:

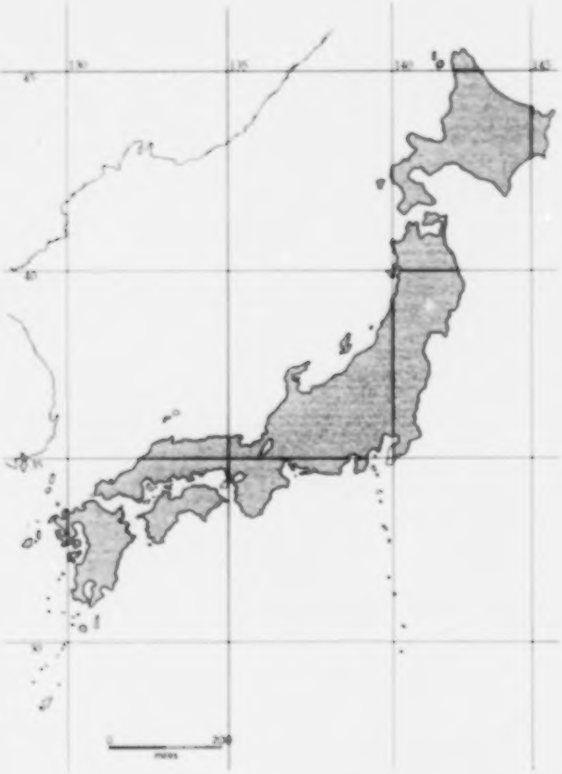
Sample: Student-Drawn Map of Japan


125°E
130°E
135°E
140°E
145°E
50°N
45°N
40°N
35°N
30°N
Meters
Feet
0 to 150 ■ 0 to 500
300 to 600 ▨ 1,000 to 2,000
600 to 1500 ■ 2,000 to 5,000
1600 to 3000 ■ 6,000 to 10,000
O - oil
U - uranium
Sea of Japan
Sea of Japan
Hokkaido
Honshu
Pacific Ocean
Korea Strait
Korea
East China Sea
Shikoku
Kyushu
Inland Sea
N

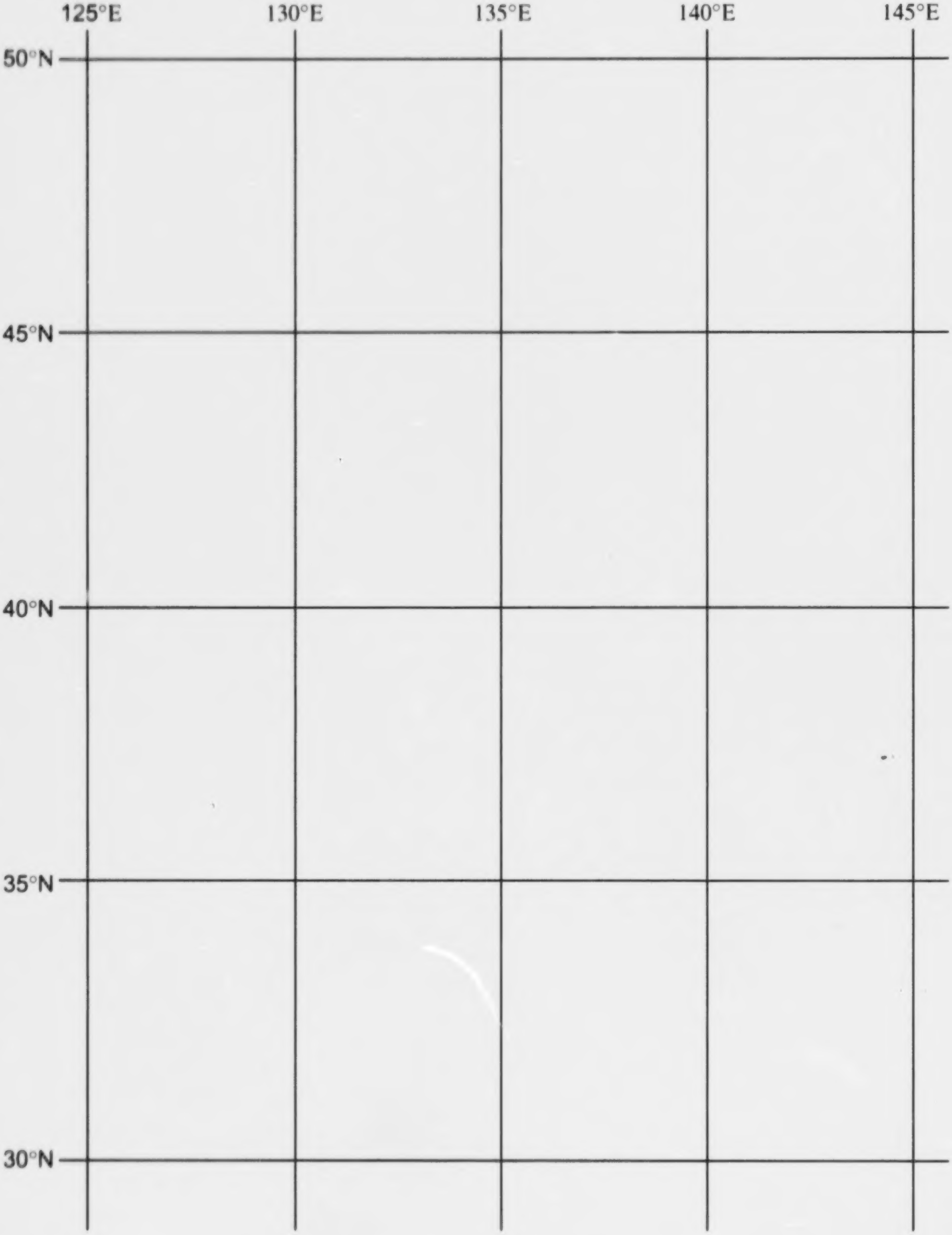
BEST COPY AVAILABLE

STUDENT HANDOUT #1:

Outline Map of Japan


130
135
140
145
45°
40°
35°
30°
0
200
miles

STUDENT HANDOUT #2:


125°E
130°E
135°E
140°E
145°E
50°N
45°N
40°N
35°N
30°N

STUDENT HANDOUT #3:

Map Instructions

1. Draw Japan within the grid form making sure you pay close attention to the latitude and longitude lines.

2. Color Japan's elevations as shown in the atlas and make a color-coded legend of elevations.

3. Put symbols in your legend for the following mineral resources:
   - coal
   - natural gas
   - oil

4. Label the following bodies of water:
   - Sea of Japan
   - Pacific Ocean
   - Philippine Sea
   - Inland Sea
   - Korea Strait
   - Sea of Okhotsk
   - East China Sea

5. Locate and label the four major islands of Japan:
   - Honshu
   - Kyushu
   - Shikoku
   - Hokkaido

6. Locate Tokyo with a star and label it.

7. Locate with a dot and label the following major cities of Japan:
   - Nagasaki
   - Kobe
   - Yokohama
   - Fukuoka
   - Osaka
   - Aomori
   - Hiroshima
   - Nagoya
   - Sapporo
   - Kyoto
   - Kawasaki

8. Be sure your map contains a compass rose.

Theme
A

World at Your Fingertips: Cartographic Skills

Patrick Rea, Workshop Consultant
Nathaniel Scribner Jr. High School

PURPOSE

To create a sense of "location" and "place" within each student by teaching them the skills necessary to draw their own maps.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME

Open (contingent upon skills of students).

KEY VOCABULARY & CONCEPTS

- grid = series of lines which intersect one another at right angles; the entire concept of latitude and longitude is based upon a "global grid"
- latitude = lines or circles drawn on a map or globe which are designed to measure distance from 0° to 90° north and south of the ***equator***; key concepts include:
    - all lines of latitude are known as ***parallels***
    - parallel lines are lines which remain equidistant apart from one another at all times, never intersecting
    - the distance between each line of latitude averages about 69 miles but in reality varies from 68.7 miles at the equator to 69.4 miles at the poles due to the oblateness (flattening) of the Earth at the poles
    - the equator has no directional designation; it is simply 0° latitude
    - the poles have no longitudinal designation because all meridians intersect there
- longitude = lines or semi-circles drawn on a map or globe which are designed to measure distance from 0° to 180° east and west of the ***prime meridian***; key concepts include:
    - all lines of longitude are known as ***meridians***
    - all meridians intersect at the poles
    - the distance between each line of longitude at the equator is 69.17 miles
    - the prime meridian and 180° longitude have no longitudinal designation
    - the prime meridian is 0° longitude
- legend = (also known as the "key"); lines, circles, dots, colors, or symbols drawn on a map or globe which interpret the meaning of the map
- compass rose = a pictorial representation of direction found on a map or globe

SUMMARY

Adaptable Levels
Grades 6 - adult

Related Themes

Values
Aesthetics, confidence

Skills
Observing, coordination, creativity, learning

Integration
Math, social studies, art

MATERIALS NEEDED

- rulers with metric scale
- two sharpened pencils per student
- colored pencils
- regular white paper (8.5" x 11")
- atlas or textbook

INITIATION (Inquiry, Preview, Involvement)

1. Have each student measure the dimensions of the white sheet of paper using the metric scale. The paper should measure approximately 28cm by 21.6cm.

2. Have students study the parallels and meridians on the map selected for reproduction. (NOTE: This could be a map of any country or region.)

3. Have the students count the number of spaces between each ***meridian*** and divide the ***width*** of your paper by that number. For instance, if you counted four spaces along with three meridians, divide 21.6 by four. Your answer to the nearest tenth will be 5.4cm. Draw each meridian 5.4cm apart.

4. Have students count the number of spaces between each ***parallel*** and divide the ***length*** of your paper by that number, using the same method as in Step 3 above. For instance, if you counted five spaces along with four parallels, divide 28cm by 5. Your answer to the nearest tenth will be 5.6cm. Draw each parallel 5.6cm apart.

DEVELOPMENT (Instruction, Data Collection, Organization)

5. Using the metric scale on their rulers, have each student mark off the appropriate measurements on their blank papers. Encourage students to draw lines very neatly. The end result will be a grid system of parallels and meridians intersecting one another at right angles.

6. Have students number each parallel and meridian with the corresponding degrees which are represented on the map of the region/country you have selected.

7. Tell students to choose a designated "square" on their maps and to locate those same coordinates on their grid.

8. Sketch lightly the political outline of the map on the grid as depicted. Tell students to be sure to judge distance and spatial location as close as possible.

9. Once they have finished the first "square," have each student proceed to an adjoining "square," repeating Steps 7 and 8 until a completed outline of the map has been drawn.

10. After you have checked (to your satisfaction) the outline made by each of the students, have each one darken the outline of their map.

11. With a clean sheet of paper for final copy, students should now trace the map using a ruler for the parallels and meridians, taking great care not to make any mistakes. (NOTE: Do not allow the parallels and meridians to cross through the outline of the country/region.)

12. Have students neatly number the lines of latitude and longitude. Once completed, students should put the finishing touches on the map: legend, compass rose, etc.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

Encourage students to do further research on a particular aspect of their maps (*e.g*, specific location, certain topographic features). The selection of this feature should be determined by student interest and developed into an essay to accompany their maps.

ASSESSMENT OF ACHIEVEMENT

- Visually compare the student map with the "text"/original copy. How does it compare?
- Use a rubric with a detailed checklist to determine what should be included on each map.

Theme
A

Mapping the World

John Klus
Sayre Middle School

PURPOSE

To acquaint students with fundamental map skills; to acquaint students with fundamental knowledge of world geography; to enforce geographic themes of location and place.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME

Five to six weeks.

KEY VOCABULARY & CONCEPTS

Since this unit involves the geography and mapping of the world, the vast vocabulary of the map sciences can be employed. For the sake of brevity, only a few are listed here: longitude, latitude, Prime Meridian, International Date Line, parallel, great circle, compass rose, cardinal directions, and legend.

MATERIALS NEEDED

- one piece of paper per student (38"x18")
- yardsticks (one per student)
- variety of map projections on display
- soft lead pencils
- large erasers
- poster tube (one per student)
- clear or opaque ruler (one per student)
- world atlas (one per student)
- colored pencils

INITIATION (Inquiry, Preview, Involvement)

Students need to understand the basic concepts of latitude and longitude in order to do this project. Teachers should spend one class period defining the terms, discussing/demonstrating the purposes/characteristics of these lines, and most importantly, pointing out that the latitude and longitude of any one point on a map is fixed, regardless of the map projection. Teaching this early saves trouble later.

SUMMARY

Adaptable Levels
Grades 8-12

Related Themes
USGC

Values
Understanding, appreciation

Skills
Map reading, precision, attention to detail, revision, basic geography skills

Integration
Science (geology, earth sceince); math (geometry, graphing); English (readings on explorers, exploration, discovery)

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Using tables and floor space, have each student begin by drawing a rectangle (36"x16") on their papers. Have students bisect this rectangle ***horizontally*** by drawing an ***equator*** 8" from the top and bottom of their rectangle. Then have students bisect this rectangle ***vertically*** by drawing a ***prime meridian*** 18" from the two sides of their rectangle. Make sure that all lines are parallel and perpendicular. This is vital, or the maps will not work well. (SUGGESTION: Tolerate only a maximum of 1/8" variance from the square; allowing more invites trouble.

2. Along the top and bottom of the rectangle, have students make a mark at 1°" intervals and then connect the marks to form longitude lines spaced 15° apart.

3. Have students follow this same procedure to produce latitude lines, but with the lines of latitude, students should mark off intervals of 1". This will provide a latitude grid ranging from 80°N to 80°S. [NOTE: In steps #2 and #3, it is recommended that the lines be drawn from the outside edge to the middle of one side of the rectangle, repeating the procedure on the other side of the rectangle. This reduces the chances for huge errors stretching across the entire map and minimizes the curvature found on most wooden yardsticks.]

4. The scale of the final grid will be 1/2" = 5° of either latitude or longitude. [NOTE: While students are completing the grid work in the above steps, you must be very vigilant. Measure and check students' work at every step to make sure they are within 1/8" of square so that their lines are straight. Also, advise students to make all marks and lines lightly for easy erasing; when the grid is completed, have students darken the prime meridian and the equator for immediate sight reference, and then have students label all latitude and longitude lines with the proper degree reference.

5. Students can now begin drawing a map of the world. The following steps are involved:
   a. Have students determine the coordinates of a continental point on their atlas map (*e.g.*, Cape of Good Hope at 34°S, 18°E).
   b. Have students find that same point on their grid, making a point on their grid at that location. Points should be light but clearly legible.
   c. Repeat steps #5a and #5b above with several points (*e.g.*, along the African coast) until several points or the entire continent have been made.
   d. Have the students connect the dots, using an atlas as their guide, in order to complete their depiction of that particular country/continent. Don't be too exact; spark interest in geography rather than kill it with detail. Students' depictions should be realistic, but artistry depends on the particular student's abilities. Expect more precision in plotting points than in connecting them.

[NOTE: The following is the recommended sequence of drawing the world's continents: Africa, Australia, South America, North America, and finally, Eurasia. The first three are fairly easy and straightforward, so that the student is well practiced before taking on the more difficult final two.

6. Throughout this project, have a copy of the Peters Projection in the classroom. It is the one projection that the students' maps will most closely resemble. The projection seems to reassure them that what they are drawing, despite its occasional oddities, is legitimate.

7. After completing the continents (2-3 weeks), have students begin to fill in their maps with major physical features: rivers, lakes, mountains, islands, etc. The list should be structured to fit your curriculum needs. Avoid political boundaries, as the maps may lack the precision needed. Students should continue to use the above plotting system to locate all features.

8. When all features are on the map, have students color them according to a legend they create. All features should be designated by color rather than symbols (*e.g.*, teepees for mountains); this allows for greater precision in plotting features on the map, and colors are less likely to obscure other features of the map.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Students should receive an initial list of requirements for the project (Student Handout #1); some students will complete this more quickly than others. Provide a list of additional items (Student Handout #2) that can be added to their maps for extra credit.
- The students' maps can be used throughout the year. For instance, as the class studies regions of the world throughout the year, have students add to their maps when studying each region.
- Students doing projects on individual nations can embellish that nation and its region on the map.
- Students can also use their maps as the basis for a map of current events or world history. Timelines can be applied to the reverse side of the map.
- As students apply various features to their maps (*e.g.*, rivers), have students check thematic maps (*e.g.*, population maps) to reinforce the geographic themes of "Place" and "Human Interaction with the Environment."

ASSESSMENT OF ACHIEVEMENT

- Students' maps are graded periodically throughout the project—usually after each continent and after each kind of physical feature. Students are expected to revise their maps after each of these gradings in order to correct errors and to make improvements.
- A final assessment of the project is based on four criteria: (1) correct placement of all items on the map, (2) spelling of labels, (3) neatness, and (4) completeness (*i.e.*, are all assigned items on the map?).
- Students are also tested for geographic knowledge. Students take periodic quizzes on the physical features (*e.g.*, bodies of water, islands), with a final cumulative test on both map vocabulary and world physical geography (Teacher Background #2).

KEY QUESTIONS

- What are latitude and longitude, and what is their function?
- Why do various map projections exist? How do the various projections differ?

REFERENCES & RECOMMENDED RESOURCES

- *Peters Projection of the World.* New York: Friendship Press.
- *What Do Maps Show?* U.S. Department of Interior, U.S. Geological Survey, 1996.
- *The Nystrom World Atlas.* Chicago: Nystrom (Division of Herff Jones), 1995. ISBN: 0-88463-480-9. Publisher tel.: (800) 621-8086

TEACHER BACKGROUND #1:

World Map Project: Sample Schedule for Procedure

SUGGESTED ORDER:

1. Studying and reviewing the basic concepts of latitude, longitude, and map projections [3-5 days]
2. Creating map grid [1-2 days]
    a. outer dimensions: 36"x16" (ratio = 2:1)
    b. inner dimensions: latitude and longitude lines (scale: 1/2" = 5°)
    c. enhancement of equator and prime meridian as well as insertion of degree designations on all latitude and longitude lines along top, bottom, sides, and the prime meridian (for the latter, latitude only)
3. Plotting and drawing of the continents and islands [7-10 days]
4. Placement of required physical features [7-10 days]
5. Final enhancements [1-3 days]

SAMPLE SCHEDULE OF STUDENT DEADLINES:

Sept. 9:	Begin map project; complete grid
Sept. 13:	African continent completed and graded
Sept. 17:	South American and Australian continents completed and graded
Sept. 23:	North American continent completed and graded
Sept. 30:	Eurasian continent completed and graded
Oct. 4:	All continents completed; oceans and seas labeled
Oct. 7:	Quiz on map items
Oct. 10:	All islands completed and graded
Oct. 14:	Quiz on all completed map items
Oct. 16:	All rivers, lakes and mountains completed and graded
Oct. 18:	Maps collected for final grade; test on all map-related items

TEACHER BACKGROUND #2:

World Map Project: Sample Cumulative Test

PART I:

Consult the map and identify the numbered items. [Twenty or so specific items would be numbered on an outline map attached to the test.]

1. ______________________________
2. ______________________________
3. ______________________________

(etc.)

PART II:

Using latitude and longitude, identify the following features by their absolute location.

1. 65°N, 20°W (island): ______________________________
2. 10°S, 77°W (mountains): ______________________________
3. 52°N, 105°E (body of water): ______________________________
4. 66°N, 121°W (body of water): ______________________________
5. 36°N, 6°W (passage): ______________________________
6. 64°N, 59°E (mountains): ______________________________
7. 3°S, 59°W (river): ______________________________
8. 31°N, 33°E (passage): ______________________________
9. 0°N, 113°E (island): ______________________________
10. 55°N, 18°E (body of water): ______________________________

PART III:

1. These mountains are in western North America: ______________________________
2. This sea lies between Vietnam and the Philippines: ______________________________
3. This mountain range separates Spain from France: ______________________________
4. This lake lies due east and quite close to the Congo River: ______________________________
5. This island lies off the southeast coast of India: ______________________________
6. These mountains lie between the Caspian Sea and the Black Sea: ______________________________
7. This island lies across the opening of the Hudson Bay: ______________________________
8. This island lies due west of Great Britain: ______________________________
9. This body of water lies west of Florida: ______________________________
10. This body of water lies southwest of the Black Sea: ______________________________

STUDENT HANDOUT #1:

World Map Project: General Instructions

The map that you draw should contain the items listed below. Use your atlas to find and position them correctly on your map.

1. ***continents*** (excluding Antarctica)
2. ***oceans***
3. ***islands***: Greenland, New Guinea, Borneo, Madagascar, Baffin, Sumatra, Great Britain, Victoria, Ireland, Formosa, Sri Lanka, Honshu, Hokkaido, Kyushu, Shikoku, Sicily, Iceland, New Zealand, Hawaii, Tasmania
4. the ten largest ***lakes*** (see "World Facts" in your atlas)
5. the ten longest ***rivers*** as well as the Ohio River (see "World Facts")
6. ***seas***: South China Sea, Aegean Sea, Persian Gulf, Red Sea, Gulf of Mexico, Bering Sea, Mediterranean Sea, Caribbean Sea
7. ***mountains***: Appalachian, Alps, Andes, Apennines, Carpathians, Caucasus, Drakensberge, Himalayas, Pyrenees, Rockies, Scandinavian, Urals
8. ***miscellaneous***: Cape of Good Hope, Cape Horn, Strait of Gibraltar, Hudson Bay, Panama Canal, Suez Canal, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, English Channel
9. (Additional items will be distributed as specific regions are studied.)

SPECIAL INSTRUCTIONS:

- ***Neatness*** counts! ***Spelling*** counts!
- ***PRINT*** all names in small but easily readable letters.
- Use ***different colors*** to denote deserts, seas, landforms, rivers and lakes, and mountains. Your map must contain a legend or key. Avoid using symbols that obscure significant portions of your map; colors work much better.
- Always remember that your map is unique and will be different from the ones in your atlas. As long as you follow directions and use correct latitude and longitude, you will be okay.

IMPORTANT THINGS TO REMEMBER:

- You need to do some work on this project ***every day***. It is a good idea to work ahead of schedule rather than fall behind it.
- Protect and preserve your map. If it is lost or damaged, you will have to start all over again.
- Whenever you have a problem or a question, ***ask for help***. Also, resist the urge to use shortcuts; I am familiar with most and can assure you that they do not work.
- Take pride in what you are doing. This is a challenging project, but if you invest time and effort into it, you will be rewarded with a final product of which you can truly be proud.

STUDENT HANDOUT #2:

World Map Project: Extra Credit

The following items may be added to your map for extra credit. For every ten (10) items that you add, you will receive an extra point which will be added to your final grade on the map.

1. ***islands***: Philippine Islands, Cyprus, Sakhalin Island, Cuba, Hispaniola, Jamaica, Puerto Rico, Newfoundland, Falkland Islands, Galapagos Islands
2. ***rivers***: Mackenzie, Yukon, Niger, Colorado, Missouri, Rhine, Danube, Mekong
3. ***passages***: Strait of Hormuz, Strait of Malacca, Bering Strait, Mozambique Channel
4. ***seas***: North Sea, Arabian Sea, Yellow Sea, Coral Sea, Sea of Japan, Celebes Sea, East China Sea, Aral Sea
5. ***bodies of water***: Great Slave Lake, Bay of Bengal, Gulf of California, Gulf of Alaska, Gulf of Aden, Gulf of Oman, Great Australian Bight, Gulf of Guinea, Chesapeake Bay, Gulf of St. Lawrence

Theme

A

EAST BRIEF:

Bringing Reality into Effective Focus

Patrick Rea, Workshop Consultant
Nathaniel Scribner Jr. High School

PURPOSE

To create a "thumbnail" sketch of a country by describing its physical, biological, and cultural environments in a very concise manner.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME

Generally about two class periods of fifty minutes, but time will vary according to availability of library resources.

KEY VOCABULARY & CONCEPTS

(see Student Handout #2)

MATERIALS NEEDED

- EAST BRIEF research packet (Student Handouts #1-5)
- EAST BRIEF assessment forms (Student Handouts #6-8)
- world almanac (most recent edition)
- *World Population Data Sheet* from Population Reference Bureau (published annually)
- general library resource material
- world atlas
- classroom textbook
- *Culturgrams* from Brigham Young University

INITIATION (Inquiry, Preview, Involvement)

1. Each student receives an EAST BRIEF research packet (Student Handouts #1-#5) and is then paired with another student. Countries for research can be either selected by the student pairs or assigned by the teacher.

2. Have each student read carefully what data is to be collected. Students will then determine how to divide up the responsibilities of research (*i.e.*, job requirements).

SUMMARY

Adaptable Levels
Grades 6-12

Related Themes
TPDC, CCC, ACV, IPG

Values
Respect, understanding

Skills
Researching, observing, writing

Integration
Language arts, math, science, social studies, health

DEVELOPMENT (Instruction, Data Collection, Organization)

3. Having determined job requirements, students will then proceed to the library to collect all the data that they have been assigned.

4. Once finished, each will share their findings with the other, thus completing the basic requirements of the research packet.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Students may add new material to the research sheet, expanding upon what has already been collected. Each selection and development of that selection should show individuality, focusing on that particular student's interests.
- Have students construct a population pyramid depicting various age groupings of the population in their selected country. Compare it with the different countries researched by other groups.
- Have students draw a map of the region within which their country is located (see lesson "World at Your Fingertips: Cartographic Skills").
- Keep a portfolio compiling the students' research, maps, and writings throughout the year.

ASSESSMENT OF ACHIEVEMENT

Divide the class into four groups. Make a copy of each EAST BRIEF research packet for group analysis. Have each group carefully read the finished reports, discussing their strengths and weaknesses. (A rubric with a detailed list of what is to be analyzed would be helpful.) Distribute assessment forms (Student Handouts #6-#8) which are then to be completed by the initial research team.

KEY QUESTIONS

- Is each item in the EAST BRIEF research packet written in a concise form yet complete enough to fulfill the required information?
- Is there enough information in the EAST BRIEF research packet to offer a basic understanding of the country in question?
- Could a comparative analysis of each of the researched countries be accomplished using the data collected in the EAST BRIEF research packet?

REFERENCES & RECOMMENDED RESOURCES

- *Culturgrams*. Brigham Young University, P.O. Box 24538, Provo, UT 84602-4538. Tel.: (800)528-6279
- *World Population Data Sheet*, Population Reference Bureau, 1875 Connecticut Avenue NW, Suite 250, Washington, D.C. 20009. Tel.: (202) 483-1100

STUDENT HANDOUT #1:

EASTBRIEF: Basic Data Sheet

1. country
2. geographic location (use relative location to descibe this)
3. area (in square miles)
4. capital city
5. chief ports and/or principle cities
6. climate(s)
7. natural vegetative regions
8. major bodies of water
9. major land formations
10. ethnic diversity
11. government:
    a. head of state
    b. type of government
    c. date of independence and from whom (age of country)
12. language(s)
13. religion(s)
14. education:
    a. literacy rate
    b. years of compulsory education
    c. secondary school enrollment (male/female)
15. travel to country:
    a. passport?
    b. visa?
    c. restrictions?
    d. tourist attractions
    e. embassy address
16. food
17. holidays
18. economy
    a. Gross Domestic Product (GDP)
    b. per capita Gross Domestic Product
    c. major exports
    d. major imports
    e. major agricultural products
    f. major industries
    g. significant natural resources
20. population statistics
    a. population (current)
    b. population density (per square mile)
    c. birth rate
    d. death rate
    e. growth rate (see math functions)
    f. actual growth (see math function)
    g. infant mortality rate
    h. doubling time
    i. projected population (2010)
    j. projected population (2025)
    k. percentage of the population <15 (under 15 years old)
    l. percentage of the population >65 (over 65 years old)
    m. life expectancy (men/women)
    n. projected population change (see math functions)
    o. age dependency analysis (see math functions)
    p. televisions
    q. radios
    r. telephones
    s. newspapers
    t. physicians
    u. hospital beds
    v. urban population
    w. government view of the birth rate
21. list research sources

STUDENT HANDOUT #2:

EASTBRIEF: Vocabulary Development

actual growth: the actual increase of population within a given country during the course of one year

ethnic diversity: a composite of the different ethnic groups living within a given region

Gross Domestic Product (GDP): the national income, which equals "private consumption + gross capital formation + public consumption + net exports (exports-imports)."

per capita GDP: the average income of the population of a given country

literacy rate: the percentage of the population within a given country over the age of fifteen who can read and write

population density: the average number of people found per square mile or square kilometer within a given country

birth rate: in a randomly selected group of 1000 people (men, women, and children of all ages), the number of births attributed to that group over the course of one year

death rate: in that same group of 1000 people found within the birth rate, the number of deaths attributed to that group during the course of the same year

growth rate: the difference between the birth rate and death rate in a given country

life expectancy: the average number of years that men and women can expect to live

infant mortality rate: for every 1000 live births, the average number of babies which die before the age of one

urban population: the percentage of a country's population living in cities

doubling time: based upon a country's growth rate, the estimated number of years it will take the country to actually double its population

population policy: the general attitude that the leaders of a nation have towards the growth of their country

projected population: an estimate of a nation's growth, aimed at a given year yet based upon the country's current growth rate

infrastructure: a country's basic support facilities: highways, railroads, cabs, telephones, etc.

STUDENT HANDOUT #3:

EAST BRIEF: Math Functions

GROWTH RATE (GR):

- terminology and abbreviations: birth rate (BR), death rate (DR)
- formula: BR - DR = GR
- example: if BR=16 and DR=9, then GR=7

ACTUAL GROWTH (AG):

- terminology and abbreviations: population (P), growth rate (GR)
- formula: P/1000 x GR = AG
- example:
    - if P=3,200,000 and GR=6
    - then:
        - [3,200,000 / 1000] x 6 = AG
        - 3,200 x 6 = 19,200

PROJECTED POPULATION CHANGE (%) (PPC):

- terminology and abbreviations:
    - projected population in 2025 (PP 2025)
    - current population (CP)
    - population increase (PI)
- two formulas:
    - PP 2025 - CP = PI
    - PI / CP = PPC (%)
- example:
    - if PP 2025=7,400,000 and CP=3,700,000
    - then:
        - 7,400,000 - 3,700,000 = 3,700,000
        - 3,700,000 / 3,700,000 = 1.00 or 100%

AGE DEPENDENCY ANALYSIS (see Student Handout #4 for worksheet):

____________ (percentage of people under age 15)
+____________ (percentage of people over age 65)
=____________ (percentage of people in the "dependent" ages)

____100____
-____________ (percentage of people in the "dependent" ages)
=____________ (percentage of people in the "working" ages for total population)

____________ (percentage of people in the "dependent" ages)
+____________ (percentage of people in the "working" ages)
x____100____
____________ AGE DEPENDENCY INDICATOR: percentage of population that supports the people under ages 15 and over ages 65

STUDENT HANDOUT #4:

EAST BRIEF: Age Dependency Analysis Worksheet

	YOUR COUNTRY	**UNITED STATES**
Percentage of people under age 15		
Percentage of people over age 65	+	+
Percentage of people in "dependent" ages		

	100	100
Percentage of people in "dependent" ages	-	-
Percentage of people in "working" ages		

Percentage of people in "dependent" ages		
Percentage of people in "working" ages	÷	÷
	x 100	x 100
AGE DEPENDENCY INDICATOR		

STUDENT HANDOUT #5:

EAST BRIEF: World Health Rating Scale

[Malone, Lyn. "Learning Activity: Using Demographic Data to Analyze World Health" in National Council for Geographic Education Perspective. *Vol. 24, No.4, April 1996, p.14.]*

COUNTRY: ______________________________

1. Look up the most recent information about your country in the following categories:

______ male life expectancy
______ female life expectancy
______ per capita GNP
______ infant mortality rate
______ crude death rate
______ population per physician
______ percent of population under age 15

2. Rate the country on a scale of 1-10 for each of the above categories in the following manner. In the chart below, circle the number in each category which is closest to the number you listed above. If a country's number is midway between the two points on the chart, give it the number to the right representing a higher level of development. On the top line of the chart, find the rating for each category and enter it in the spaces below the chart. When you have entered all seven numbers, add them and divide by seven to get an overall "Health Rating" for the country.

RATING:	1	2	3	4	5	6	7	8	9	10
Life Expectancy (M)	43	47	51	54	58	61	65	68	72	76
Life Expectancy (F)	46	50	54	57	61	65	69	73	77	81
Infant Mortality (per 1000)	143	127	111	96	81	66	50	35	20	5
Crude Death Rate	20	18	16	14	12	10	8	6	4	3
People/Physician	44,761	39,812	34,863	29,914	24,965	20,016	15,067	10,118	5,169	1,142
% Population Under 15	50	46	43	39	36	32	28	24	20	17
Per Capita GNP	149	3,202	6,255	9,308	12,361	15,414	18,467	21,520	24,573	27,622

RESULTS:

Male life expectancy: ___
Female life expectancy: ___
Per capita GNP: ___
Infant mortality rate ___
Crude death rate: ___
Population per physician: ___
% of population under 15: ___

TOTAL (from results above) = ________
DIVIDED BY SEVEN (7) = ________ = **HEALTH RATING**

STUDENT HANDOUT #6:

EASTBRIEF Assessment: Narrative Description

Imagine yourself as a foreign exchange student from _(Country X)_ attending a middle school here in the United States. As a foreign national, you have had to make many adjustments which, at times, have been very difficult. Language (both speaking and understanding), dress, cultural habits, food, attitudes, and religious beliefs are all quite different than you are accustomed to. With the help of your sponsoring family, however, your life has become a little easier.

Being separated from your family by literally thousands of miles during this time of your life has made you aware how much you appreciate your own home environment. There is something exciting about the United States, however. Here your freedoms seem limitless. Access to televisions, radios, and other forms of media exposure have opened up a whole new world to you. With this freedom, you soon realize, comes responsibilities. You don't want to forget why you are here. You are not only representing _(Country X)_, you are also the sole representative of your family. They have gone to a lot of expense and hardship to allow you this good fortune.

As the school year progresses, both your schoolmates and teachers have become quite curious about _(Country X)_ and would like to know about the differences as well as the similarities between the United States and _(Country X)_. Realizing this, you have volunteered to relate to them just what life is like in your hometown. Knowing you are perhaps the very first person from _(Country X)_ anyone here has ever met, you want to make sure everything you tell them is accurate and interesting.

* * *

Having read the above scenario, your task is now to develop a group report about _(Country X)_ from a "first person" perspective. You are to place yourself in the position of a foreign exchange student and tell us about your country.

STUDENT HANDOUT #7:

EASTBRIEFAssessment: Research Assistance

A college professor is doing a research project pertaining to _(Country X)_ and needs your assistance. Knowing you have done much research and have compiled vast quantities of data and information about _(Country X)_. Professor Jones would like you to write a simple ***statement*** when answering each of the following questions:

1. Describe the country's geographical setting, including its physical and biological environment/s. In addition, is it landlocked? If so, which countries surround it?

2. What is the country's predominant economic activity? Describe its major industrial and agricultural products.

3. Compared to the United States, how crowded is the country? [Hint: Compare population density graphs.]

4. Historically, how old is this country and from whom did it gain its independence?

5. What statistics would you need to analyze in order to make a statement about the healthcare in this country? How does the healthcare of this country compare to that of the United States?

6. Remember the term "infrastructure"? What information could you use to make a statement about the country's basic support facilities? Compared to the United States, how would you describe the infrastructure of your country?

7. What information and statistics could you use to describe the educational system in the country? How does it compare to the United States' system?

8. What does the future of this country look like?

9. What appears to be the major means of transportation in this country?

10. What is the most disturbing fact you have found about the country? How does this compare with facts that you find disturbing about the United States?

11. What are the most interesting features that you have discovered about the country?

STUDENT HANDOUT #8:

EAST BRIEF Assessment: Comparative Narratives

SCENARIO #1:

Zhao Xiongmei is a child who lives with her mother in a farming village near the Great Wall in northern China. Life has not been easy for them lately. An earthquake knocked over their mud-and-brick home, injuring her mother and leaving them homeless. Her father lives in Beijing because good-paying jobs are more plentiful there; he has been trying to get back to their village, but the buses are crowded with anguished family members. Xiongmei hopes her father will arrive soon.

Xiongmei's younger brother hasn't seen their devastated house yet, either. During the school year, he lives in a big city, where he attends middle school. Xiongmei wanted to go to middle school, but the family decided she should help her mother with the farming. Although equality for women once was a cornerstone for communist China, girls today are often taken out of school. Sons are more prized in China because they carry on the family line, while daughters marry into another family. Xiongmei wishes she could enjoy the same opportunities as her brother, but she is discovering that her "proper role" is at home.

(1) Compare your life with Xiongmei's. How is your standard of living different from hers? Be specific, sighting several examples (statistics) backing up your conclusion. Is it fair that Xiongmei has to live as she does, perhaps not having the same opportunities as you? Explain you answer.

(2) Environmentally speaking, which sector/s of our global society has/have the greatest impact upon this planet and its resources? What changes could you make in your life today that might influence the standard of living in other countries?

* * *

SCENARIO #2:

Dreams are something everyone has, but how many actually come true? Chen Yihu is the son of a beekeeper. In China, beekeeping and honey production involve following the flowers. When spring comes, his family moves to Gansu, where early flowers enable production of the first honey. From there, it's on to Qinghai. Although his family moves often, life has been good to them. Selling their honey and bee pollen for export to health food markets in countries like the United States, Germany and Japan has been a lucrative business for them. This year, however, bad weather has hurt honey production. This has created some hardships, but Yihu and his family are used to that.

Having seen so much of his country, Yihu would like to travel to other places besides China. One of those is the United States. From what he can read and understand, that country is so full of wonders that it would take quite some time to see it all. In addition, the people there appear to live much better than he does. The more he reads, the more he wants to go there. Oh well, it doesn't hurt to dream. Maybe someday....

(1) Instead of China (if that is not the country you researched), imagine Yihu was from your country. How does his life compare to yours? What does his future hold for him? Now compare the United States to your country.

Theme
A

Geography Baseball

Kelly Chapman
Castle Junior High School

SUMMARY

Adaptable Levels
Grades 6-9

Related Themes
CCC

Values
Fairness, cooperation

Skills
Listening, interpretation, critical thinking

Integration
All subjects

PURPOSE

To implement the game of "geography baseball" near the end of a chapter or unit as a means of review before a test.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME

One class period of forty to fifty minutes.

KEY VOCABULARY & CONCEPTS

To be generated from chapter or unit of study.

MATERIALS NEEDED

Baseball equipment (*e.g.*, bat, ball, glove); question list generated from chapter/unit of study.

BACKGROUND INFORMATION

Since "geography baseball" takes very little time to set up, it becomes a great tool to strengthen and reinforce geographical knowledge. Include questions which cover skills and values as well as content.

INITIATION (Inquiry, Preview, Involvement)

Motivate the students by bringing in actual baseball equipment to prepare for the review experience.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Divide the class into two teams.
2. Choose one of the following game formats:
    a. Three outs per inning.
    b. Each member of the team bats once, without counting any "outs"; the inning ends when each person on the team has batted. The score is then tabulated.

3. Arrange the chairs in the classroom for teams. (It helps if this is pre-arranged before play begins.) The classroom could be the field with three bases and home base represented along the four walls of the classroom. You can also draw a diagram of a baseball diamond on the chalkboard. It works well for the students to stand as they wait their turn to bat.

4. A coin toss will determine which team is the home team. Captains should come to the middle of the room for the coin toss.

5. Defense will be played by the team not batting. If the question is *not* answered or answered incorrectly by the batting team, the team playing defense will attempt to give the correct answer. (Bonus runs could be awarded to the team playing defense.)

6. The teacher will pitch for both teams in order to read the questions and to judge the answers correct or incorrect.

7. A designated student will serve as score keeper; duties will include making sure there is (a) a batter, (b) a batter on deck, and (c) a batter in the hole.

8. Each batter will have the option for a single, double, triple, or home run. The "double" will entail answering a question with two parts; the "triple" and "home run" will entail answering a multi-part question. Questions will take the following categories:
    Single = first base (short answer, factual type)
    Double = second base (extension or examples)
    Triple = third base (interpretations of data)
    Home run = home plate (critical thinking, values, questions requiring defense)

9. The batter will have ten seconds after the question has been read completely to answer. Batters may not answer until the entire question is read.

10. With a correct answer given, the batter physically advances to the appropriate base. An incorrect answer results in an "out". One of the two following formats can be used for earning bases:
    (a) batter must answer all parts of a multi-part question to earn the appropriate base
    (b) batter will earn one base for each successful answer to a multi-part question (*i.e.*, if a student asks for a triple but answers only one of any of the three parts, the student will advance to first base with only a single).

11. Additional rules: no stealing bases; no errors; no hit batsman.

12. Advancement of runners currently on bases will proceed as follows:
Home run = all base runners will come home
Triple = all base runners will come home
Double = all base runners will advance two bases
Single = all base runners will advance one base

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Rules can be changed to allow for home park situations. (This game is designed to get students active and involved in learning; it can be used to motivate students in preparing for tests or other evaluations.)
- Arrange, in advance, for a team of students to pitch, since question formulation is equally valuable in the learning process. All students might be asked to formulate questions as a homework assignment preceding this exercise; questions would then be submitted to the designated team of pitchers. This student team would alternately "pitch" questions, but collectively assess the accuracy of all answers, particularly with questions that entail critical reasoning.

Theme A

Physical Geography of East Asia

Patrick Rea, Workshop Consultant
Nathaniel Scribner Jr. High School

PURPOSE

To become familiar with the physical and biological diversity which exists in East Asia and the causes of those differences.

THEME STATEMENT

People, Places & Environment (PPE): Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME

Teacher's discretion.

KEY VOCABULARY & CONCEPTS

- physical geography = the scientific study of the earth's physical and biological environments and their interrelationships
- plate tectonics = the dynamic theory of how the earth's crustal features were formed as a result of divisions (plates) and the movements of each
- trench = the deepest of all abyssal valleys located along a convergent plate boundary
- island arc = crescent-shaped chains of volcanic islands located along convergent plate boundaries
- Pacific Ring of Fire = a chain of volcanoes and earthquake activity circling the Pacific Ocean
- elevation = measures the height of landforms above and below the datum plane (average point between high and low tides, which is the definition of "sea level")
- altitude = distance above a given surface
- monsoon = seasonal wind
- deciduous = sheds leaves annually due to either drought or colder temperatures
- coniferous = cone-bearing

MATERIALS NEEDED

- world atlas with thematic maps depicting physiographic regions, hydrologic features, climates, and biotic communities
- outline map of East Asia (see Appendix II)
- four overhead transparencies of East Asia
- marking pens for transparencies
- overhead projector

SUMMARY

Adaptable Levels
Grades 6-12

Related Themes
TPDC, CCC, USGC

Values
Acceptance, stewardship

Skills
Acquiring, organizing, comparing, clarifying, decision-making

Integration
Geography, math, science, language arts

BACKGROUND INFORMATION

By analyzing and gaining an understanding of the physical geography of East Asia, an overall appreciation of how human encroachment has affected this region will be better understood. Before or during the lesson, be sure to review the key vocabulary with students.

INITIATION (Inquiry, Preview, Involvement)

Give each student a world atlas, a map of East Asia, and Student Handouts #1 and #2. Encourage each student to quickly locate and mark the following thematic maps in the atlas for later use:

- physiographic map (depicting landforms and water features)
- natural vegetation map
- climate map

DEVELOPMENT (Instruction, Data Collection, Organization)

Explain the basics of how tectonic activity, climatic influences, and biotic communities have created a unique environment from which humans have been influenced and are presently influencing.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

Ask students to form four groups, each of which will be responsible for the location of one of the following regions listed on Student Handouts #1 and #2: physiographic, hydrologic, climatic, or biotic regions. Using the world atlas and the map of East Asia, draw in or highlight and label each specific location.

ASSESSMENT OF ACHIEVEMENT

- Students should choose a spokesperson to label their group's primary locations on the overhead projector. The rest of the students should follow along, labeling each feature on their own maps as each is presented. This is also a good time to emphasize and discuss some of the key questions below.
- Using climatic data, have students construct a climagraph found within each biotic community, drawing conclusions based on their findings [math, science]. Have students write an essay based on their findings [language arts].

KEY QUESTIONS

- Is there a connection or "common thread" detectable in all four major categories (*i.e.*, landforms, hydrologic features, climate, and biotic communities)?
- Which feature is that "common thread," and how does it influence the other categories?
- How do you define the term "ecology"? How does it relate to physical geography, which includes all four categories?
- How have humans influenced the diverse ecosystems of East Asia?

REFERENCES & RECOMMENDED RESOURCES

McKnight, Tom. *Physical Geography: A Landscape Appreciation*. Fifth Edition. Englewood Cliffs: Prentice Hall, 1996. (ISBN: 0134402154)

STUDENT HANDOUT #1:

Landforms, Hydrologic Features & Biotic Communities of East Asia

1. LANDFORMS

- Himalayan Mts.
- Plateau of Tibet
- Kunlun Shan Mts.
- Altun Shan Mts.
- Tarim Basin
- Taklimakan Desert
- Tian Shan Mts.
- Altai Mts.
- Khangai Mts.
- Greater Hinggan Range
- Gobi Desert
- North China Plain
- Sichlian Basin
- Yunnan Plateau
- Japan Trench
- Ryukyu Trench
- Izu Trench

2. HYDROLOGIC FEATURES

- Hwang Ho (Yellow) River
- Yangtze River
- Hsi River
- Irrawaddy River
- Salween River
- Mekong River
- Ganges River
- Brahmaputra River
- Indus River
- South China Sea
- East China Sea
- Yellow Sea
- Sea of Japan

3. BIOTIC COMMUNITIES AND ASSOCIATED CLIMATIC CLASSES

a. monsoon forests
  - tropical rainy climate

b. midlatitude forests (mostly deciduous)
  - humid mesothermal climate
  - humid microthermal climate

c. coniferous forests (boreal)
  - humid microthermal climate

d. temperate grasslands
  - dry climate
  - highlands

STUDENT HANDOUT #2:

Climates of East Asia

1. CLIMATIC INFLUENCES

a. elevation
  - adiabatic rates of cooling

b. altitude

c. ocean currents
  - Kurshio
  - Oyashio

d. distribution of land and water
  - monsoons

e. latitude

f. storms

2. VARIATIONS

a. dry climates = characterized by evaporation exceeding precipitation
  - arid dry = average annual precipitation is 10" or less
  - semi arid steppe = average annual precipitation is between 10"-20"
  - mean annual temperature is below 64.4°F
  - midlatitude desert
  - midlatitude steppe

b. humid mesothermal climate
  - average temperature of the coldest month is above 26.6°F but below 64.4°F
  - average temperature of the warmest month is above 50°F
  - no distinct dry season; average rainfall of the driest summer month is at least 1.2"
  - winter drought; driest winter month has less than 1/10 the average precipitation of the wettest summer month
  - hot summer; average temperature of the warmest summer month is greater than 71.6°F
  - humid subtropical; mild midlatitude with no dry season (or a dry winter) and a hot summer

c. humid microthermal climate
  - average temperature of the coldest month is below 26.6°F
  - average temperature of the warmest month is above 50°F
  - no distinct dry season; average rainfall of the driest summer month is at least 1.2"
  - winter drought; driest winter month has less than 1/10 the average precipitation of the wettest summer month
  - hot summer; average temperature of the warmest summer month is greater than 71.6°F
  - warm summer; average temperature of the warmest summer month is less than 71.6°F
  - humid continental; humid midlatitude with a severe winter, no dry season (or dry winter), and a warm/hot summer

d. highlands
  - vertical climates go through as many variations as those ranging from the tropics to the poles

Theme

B

East Asian Trading Ships

Tami Kaiser-Polge
Cary Academy

PURPOSE

Each student will work with a partner as an owner of an overseas shipping company with one cargo ship in East Asia. Student objectives are:

- to know the location of East Asian countries and capitals
- to understand the importance of trade in this area of the world and the interdependence of the global market
- to understand the location of the important natural resources and the effect that these resources have on the economies of countries in East Asia
- to analyze import and export charts
- to use cost benefit analysis strategies to decide which countries to visit and where to conduct trade
- to determine the sale cost of an item by adding the percentage of profit to the "fixed" or manufacturing price of an item
- to fill out a balance sheet each day by adding costs and subtracting this from income
- to discuss the meaning of "supply and demand"

SUMMARY

Adaptable Levels
Grades 6 - adult

Related Themes
PPE, USGC

Values
Team work, industry, achievement

Skills
Decision making, reading charts/maps

Integration
Social studies, math

THEME STATEMENT

Technology, Production, Distribution & Consumption (TPDC): Decisions revolving around exchange and economic policies, production, distribution, consumption, and technology (along with well-being) are global in scope.

SUGGESTED TIME

Two hours and thirty minutes.

KEY VOCABULARY & CONCEPTS

- supply = the quantity of commodities or services available in the market, especially at a given price.
- demand = a desire for goods or services by those who wish to buy or use them.
- import = goods brought into a country; one country's imports can be another country's exports.
- export = goods sent to markets outside of a country.
- free trade = trade that occurs without much government control.
- Newly Industrialized Country (NIC) = a country that is in the stage between being a relatively poor, developing nation and a relatively rich, developed nation; a NIC is progressing from labor-intensive to high technology-intensive industries.
- goods/commodities = products or items of trade.

MATERIALS NEEDED

- handouts with simulation overview and simulation procedures (Student Handouts #1-#2)
- list of commodity costs (with *average* profits by commodity group) (Student Handout #3)
- import/export chart (with profit percentages for imports) (Student Handout #4)
- map of East Asia with capital city locations (see Appendix II)
- blank strategy sheet for students to write proposed travel routes (Student Handout #5)
- beginning balance sheet (Day 0) (Student Handout #6)
- daily balance sheets (one per group for each day of the simulation) (Student Handout #7)
- calculators for each set of partners/group
- overhead projector for the teacher to show students how to fill out their balance sheets

BACKGROUND INFORMATION

The teacher should read about East Asian trade and carefully read simulation instructions.

INITIATION (Inquiry, Preview, Involvement)

Students should read background information on East Asian trade. Excellent background readings and video clips are provided by the Southern Center for International Studies (*World in Transition* series, in particular the program on East Asia). By looking for relevant web sites, students could also research economics and recent events in Southeast and East Asia, thereby learning to utilize web search engines to locate information.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Have students choose a partner and name their trading company. Make sure that each set of partners has all of the necessary handouts and additional supplies (see materials needed above).

2. Make transparencies of the Day 0 and Day 1 balance sheets so that you can walk students through the steps of the simulation.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Teachers can make a large classroom map and lay it out on the floor. Make sure that students see the compass rose set up in the room. When students conduct trade in another country, they should physically move a model boat or some other object to that country and estimate the miles between the countries.
- You may want students to use the scale of miles to calculate the cost of fuel and/or days of travel in the simulation. In this case, it might pay to adjust some of the percentage profits on the imported items to create incentives for students to travel greater distances.
- The length of the simulation could be changed to accommodate classroom needs (ten days instead of fifteen days) or to be more realistic as weeks instead of days.

ASSESSMENT OF ACHIEVEMENT

Completion of this exercise is an ongoing assessment. At the end, students could also check each other to make sure they had completed their balance sheets correctly and arrived at an accurate total. Students should turn in a log or map that shows their trade routes. Students could be quizzed on countries and capitals, or asked about general patterns of East Asian trade. Students should give clear definitions of supply and demand and be able to explain how it affects markets. They should also be able to explain "import" and "export." Which countries seemed more favorable for trade and why? Which countries were less favorable and why?

KEY QUESTIONS

- What strategies did you use to decide which countries you would visit in order to trade?
- Which import or export items seemed to be most in demand? Which ones seemed to be most in supply? (Generally, these are the items with lower profit margins.) Did this usually correspond with the items that were cheaper?

ALTERNATIVES

- To save paper, only make one class set of the charts and instructions. Try laminating the worksheets or clipping them into clasps of folders to protect your class set. You will still need blank balance sheets for each set of partners for each of the days in the simulation.
- Periodically announce random "events" (*e.g.*, storm in certain body of water) and, therefore, any ship currently traveling in that body of water is delayed by one day. Alternatively, announce a labor strike by dock workers in a certain country and that anyone currently loading or unloading in that country is delayed by one day.

REFERENCES & RECOMMENDED RESOURCES

- Brown, Christopher L., Project Editor. *East Asia in Transition*. Atlanta: Southern Center for International Studies, 1996.
- Mukai, Gary. *U.S.-Japan Relations: The View from Both Sides of the Pacific. Part II.* Stanford: Stanford Program on International and Cross-Cultural Education (SPICE), 1994.
- http://www.askasia.org
- http://www.indiana.edu/~japan

STUDENT HANDOUT #1:

Simulation Overview for Students

This is a simulation designed to increase your knowledge of East Asian economics and geography. It should also allow you to practice good analytical and decision-making skills. As an owner and manager of an overseas shipping company with one cargo ship, you must become familiar with the imports and exports of East Asian countries. In each country, you will fill the ten cargo holds on your ship with items that you can BUY from the list of EXPORT GOODS. You will then look on the map and plan a route by sea to other capital cities. In the next city, you will SELL the items from your ship which that country is willing to IMPORT and then look for all new items to buy. You will need to look on the chart to find the fixed price for each item before you buy it. When you sell each item, you will be able to add a *percentage of the original price* to the original price, thereby making a profit. Each day, you will keep a balance sheet of your buying and selling so that you can keep track of your income. You should keep your trading strategies secret because the winner of this simulation is the company with the most profits at the end of the simulation period!

Materials needed:

- map of East Asia with the capital cities marked
- list of commodity costs (with overview of *average* profits by commodity group)
- import/export chart (with profit percentages for imports)
- strategy sheet with proposed routes
- beginning balance sheet (Day 0)
- daily balance sheets (one for each day of the simulation)

STUDENT HANDOUT #2:

Simulation Procedures

Be sure that you read these simulation rules and become familiar with them.

1. Work with a partner and name your shipping company.

2. Read information about East Asian trading. Read a general introduction to each country and a summary of the recent political transition in Hong Kong.

3. Your company presently owns ***a ship with ten cargo holds***. You will start the simulation with a ***$2500 cash bank loan*** to begin purchasing items.

4. Look at the map. Choose a capital city in which to begin operation and record this on your Strategy Sheet. Make a list of the cities that you will travel to next, recording each on your Strategy Sheet. You must visit ***at least six different countries***; there is no maximum limit on the number of countries you may visit. You may return to any country which you have already visited.

5. Use your beginning balance sheet and your daily balance sheets (one for each day of the simulation) to record transactions. This first day, use the Beginning Balance Sheet (Day 0) to record how you are spending your $2500 to purchase commodities which your particular country exports. Look on the list of commodity costs to calculate how much you are spending. ***Have no more than four cargo holds of the same item. NOTE: You may never add cargo holds to your ship.*** You do not have to fill the entire ship, and you do not have to spend all of the $2500, although you cannot spend more than this $2500 at the beginning.

6. Take your ship to another city and that will constitute one day in the simulation. You may only buy and/or sell in the capital cities, and every time that you do, this takes up one day of travel. When you go to the next city, you will write on a new Daily Balance Sheet. Everything that was on your ship in the previous city is still there, so rewrite these commodities on the income side (left side) of a new balance sheet. If that new city will import your item, you can look for the percentage profit on the import chart and add the profit to the fixed price to get the new sale price. Add everything for your day's income. If you do not sell an item, it needs to carry over to the purchase side (do not record a price) to show that that particular cargo hold it still full. Empty cargo holds may now be filled with commodities that you would like to purchase from the list of that country's exports. Record the purchase prices on the expenses column (right side) of the same balance sheet, and add this up on your balance sheet. Repeat this step, filling out a balance sheet for each day of travel and for day zero (the day that you spend your $2500 to get started).

7. It is to your advantage to keep your ship as full as possible with items that will make the highest profit. Plan carefully which items to buy based on your travel route. Have your ship empty after the last day of trading; on the last day, you do not need to buy more items! The $2500 that you began the game with is like a loan that will be subtracted out of your final balance at the end; the resulting balance will determine your company's profit at the end of the game. ***You may NEVER acquire additional ships or cargo holds during the game***.

8. REMEMBER: In any given country, you can only ***buy what the country is exporting*** or ***sell what the country is importing***! Good luck!

STUDENT HANDOUT #3:

List of Commodity Costs

The following is a list of ***fixed buying prices*** of commodities per cargo hold:

COMMODITY	COST (per cargo hold)
Fuels (including coal)	$100
Food (agricultural & fish products)	$100
Textiles (fabric, clothing & footwear)	$200
Steel	$200
Raw materials (rubber, timber, etc.)	$200
Consumer goods	$300
Minerals & metals	$300
Oil products & petroleum	$300
Chemicals (including fertilizers)	$400
Light Manufacturing	$400
Heavy manufacturing (large equip./autos)	$500
Electronics	$500

Below is a list of ***average profits*** of commodities per cargo hold (please see import/export chart for exact profit percentages):

COMMODITY	AVERAGE PROFITS
Food, textiles, light manufacturing	10%
Oil, consumer goods, fuels, raw materials, minerals	20%
Heavy manufacturing, chemicals, steel, electronics	30%

STUDENT HANDOUT #4:

Imports/Exports Charts with Import Profit Percentages

COUNTRY	EXPORTS	IMPORTS	PROFITS (ON IMPORTS)
Brunei	oil products	heavy manufacturing	30%
	fuels	food	10%
	raw materials	chemicals	30%
		textiles	10%
Cambodia	food	consumer goods	20%
	raw materials	oil products	20%
	minerals	heavy manufacturing	30%
	steel	textiles	10%
China	textiles	steel	30%
	consumer goods	heavy manufacturing	25%
	light manufacturing	oil	25%
	fuels	electronics	35%
Hong Kong	textiles	food	15%
	light manufacturing	heavy manufacturing	40%
	consumer goods	oil products	25%
	electronics	raw materials	20%
Indonesia	light manufacturing	heavy manufacturing	30%
	fuels	consumer goods	20%
	food	electronics	30%
	raw materials	minerals	25%
	textiles		
Japan	heavy manufacturing	light manufacturing	10%
	electronics	fuels	20%
	textiles	food	15%
	chemicals	raw materials	20%
Laos	food	fuel	20%
	minerals	oil	20%
	textiles	consumer goods	20%
	raw materials	light manufacturing	15%
Malaysia	raw materials	heavy manufacturing	30%
	electronics	chemicals	30%
	oil	food	15%
	textiles	minerals	20%
	light manufacturing		

STUDENT HANDOUT #4 (CONT.):

COUNTRY	EXPORTS	IMPORTS	PROFITS (ON IMPORTS)
Myanmar	food	heavy manufacturing	30%
	consumer goods	chemicals	30%
	textiles	light manufacturing	10%
	minerals	steel	25%
North Korea	minerals	oil	20%
	textiles	fuel	25%
	light manufacturing	heavy manufacturing	25%
	chemicals	consumer goods	20%
		food	15%
Philippines	chemicals	raw materials	20%
	electronics	oil	20%
	consumer goods	heavy manufacturing	35%
	food	light manufacturing	10%
	minerals		
Singapore	oil	heavy manufacturing	30%
	electronics	food	15%
	consumer goods	chemicals	30%
	light manufacturing	minerals	25%
		textiles	15%
South Korea	electronics	food	15%
	light manufacturing	oil	20%
	steel	chemicals	30%
	heavy manufacturing	minerals	20%
	textiles		
Taiwan	minerals	heavy manufacturing	30%
	electronics	chemicals	25%
	textiles	steel	25%
	food	oil	20%
	consumer goods		
Thailand	light manufacturing	consumer goods	20%
	heavy manufacturing	raw materials	20%
	food	chemicals	35%
	textiles	minerals	25%
	electronics		
Vietnam	food	oil	20%
	consumer goods	steel	35%
	fuel	chemicals	30%
	minerals	raw materials	15%
	textiles		

STUDENT HANDOUT #5:

Strategy Sheet: Travel Itinerary

COMPANY NAME

EMPLOYEES' NAMES (your names)

DAY	CITY & COUNTRY
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

STUDENT HANDOUT #6:

Beginning Balance Sheet

Company: ____________________

Employees: ____________________

Day: 0 (first day)
City: ____________________
Country: ____________________

REMINDER: Items that you are ***buying*** must be ***exports*** of the country where you now are.

CARGO HOLD	ITEM (4 or less of same item)	PROFIT SELL PRICE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TODAY'S INCOME (add sales column) ☐

CARGO HOLD	ITEM (4 or less of same item)	FIXED BUY PRICE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TODAY'S EXPENSES (add purchase column) ☐

Beginning Balance: $ 2500
Today's Expenses: $ ________
New Balance (money left): $ ________

STUDENT HANDOUT #7:

Daily Balance Sheet

Company: ____________________

Employees: ____________________

Day: ____________________

City: ____________________

Country: ____________________

REMINDER: Items that you are ***buying*** must be ***exports*** of the country where you now are, and items that you are ***selling*** must be ***imports*** of that country.

CARGO HOLD	ITEM (4 or less of same item)	PROFIT SELL PRICE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TODAY'S INCOME (add sales column) ☐

CARGO HOLD	ITEM (4 or less of same item)	FIXED BUY PRICE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TODAY'S EXPENSES (add purchase column) ☐

Previous Day's Balance: $ ____________

Today's Balance (income minus expenses): $ ____________

New Balance (indicate profit [+] or loss [-]): $ ____________

Theme

B

Agriculture in East Asia

Mark Boone
Scribner Junior High School

PURPOSE

To research, map, and graph the different aspects of agriculture in East Asian countries. Through this exercise, the student will gain knowledge of the different crops of the region, who grows these crops, and the reasons why specific crops are grown in certain areas.

THEME STATEMENT

Technology, Production, Distribution & Consumption (TPDC): Decisions revolving around exchange and economic policies, production, distribution, consumption, and technology (along with well-being) are global in scope.

SUGGESTED TIME

One class period of 90 minutes, or the equivalent in shorter periods.

KEY VOCABULARY & CONCEPTS

Regional bias; exports; imports; agricultural production; consumption.

MATERIALS NEEDED

- atlases
- encyclopedias
- world almanacs
- regional cookbooks of East Asian cuisines
- outline map of East Asia
- graph paper
- rulers

INITIATION (Inquiry, Preview, Involvement)

1. Have students write down on a scrap piece of paper some of the crops that they think are grown in the East Asian region. To assist students in thinking of some crops, students might want to look at some regional cookbooks. (NOTE: It is important to remind students that the foods eaten by East Asian people are not necessarily cultivated in East Asia, and *vice versa*; students could be introduced to import and export concepts here.)

SUMMARY

Adaptable Levels
Grades 7-12

Related Themes
PPE, CCC

Values
Understanding

Skills
Mapping, graphing, analyzing, researching, recognition, constructing graph scale, interpreting

Integration
Language, social studies, science, math

2. After students have had a few minutes to write down their ideas, have them read their ideas to the class, recording all responses on the board. Explain to students that they will be learning more about East Asian crops, and at the end, they will have the opportunity to review this list for accuracy.

3. Have students locate the different crops that are grown in the general East Asian region. Generally, this can be done with an up-to-date atlas. Have students label these crops colorfully on their outline maps of East Asia.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Have each student look through an almanac and list the primary crops from each country: China, Japan, North Korea and South Korea (see sample data on *Teacher Background #1*). Students should label these on their maps in some fashion.

2. Using a world almanac and an atlas, each student will construct a bar or circle graph that clearly demonstrates how the countries compare with each other with regard to the following crops: corn, wheat, rice, fish (add other crops as needed/desired). There are a number of different ways to make this comparison between countries—the easiest being a simple comparison between the number of tons of the crop produced by each country. For more advanced students or to encourage more research, production comparisons can be made by dividing the total crop production by the country's total arable land (e.g., pounds per square mile) or by the country's total population (e.g., pounds per capita) [for the latter, see sample graphs on *Teacher Background #1*].

3. As a class, distinguish between cold weather and warm weather crops. Also, discuss how this list of crops grown in East Asian countries compares to their original list of ideas on the board (see "Assessment of Achievement").

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Have students construct a circle or bar graph that clearly demonstrates the difference between Japan and China with regards to the percent of population employed in the agricultural sector. Additional research may need to be done.
- Have students get into small groups. Assign each group a country to research and analyze why specific crops are grown in certain regions. Necessary research will include determining what elements affect the growth of certain crops (e.g., precipitation, altitude, temperature, soil composition).
- Have students do some comparative research on crops which are *cultivated* in a particular East Asian country as compared to crops which are *consumed* in that same country. This can be followed up with a discussion on imports and exports of that particular country, tracing on their maps the points of origination for imports and the destinations for exports.
- If time permits or if students need to work on map skills, they can make their own maps (see lesson "World at Your Fingertips: Cartographic Skills" by Patrick Rea and other related lessons in this book).

ASSESSMENT OF ACHIEVEMENT

Have students reflect back to the answers on the board and then as a group discuss any differences that they discovered. Alternately, arrange students into small groups and have each group discuss the differences amongst themselves, reporting back to the class with their conclusions. As the groups discuss their findings, the rest of the class may use a simple checklist to assess themselves.

KEY QUESTIONS

- Why are some of the first responses (about crops grown in East Asia) different from the answers that you discovered during your research?
- What information did you find the most interesting?
- What affects the growth of crops in China? Japan? Korea?
- What is the main problem of growing crops in China? Japan? Korea?
- How have the countries of East Asia improved their crop production?

ALTERNATIVES

- If necessary, students can work in small groups and rank or list the information instead of constructing graphs.
- Focus the discussion from a slightly different angle on how countries of East Asia have improved their crop production.

REFERENCES & RECOMMENDED RESOURCES

- *Hammond Comparative World Atlas*. Maplewood: Hammond, Inc., 1997.
- *The World Almanac and Book of Facts, 1997*. Mahwah: Kill Communications, 1997.

TEACHER BACKGROUND #1:

Leading Agricultural Crops and Production Comparisons

PRIMARY AGRICULTURAL CROPS GROWN (current as of 1997):

CHINA: wheat, rice, cotton, potatoes, tea
JAPAN: rice, sugar, beets, vegetables, fruits
NORTH KOREA: corn, potatoes, soybeans, rice
SOUTH KOREA: rice, barley, vegetables

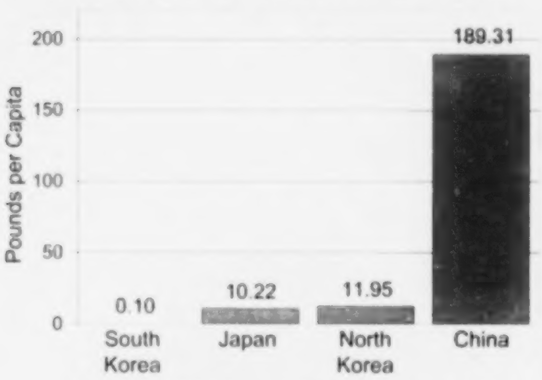
PRODUCTION COMPARISONS OF SELECTED CROPS:

[Data from: (1) *The World Almanac and Book of Facts, 1997.* Mahwah: Kill Communications, 1997; (2) CIA World Facthook, http://hoshi.cic.sfu.ca/cgi-bin/cia.pl]

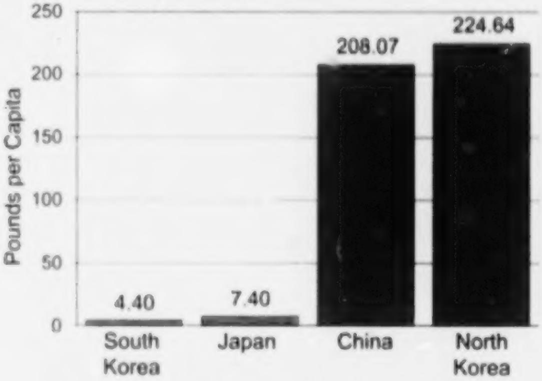
NOTE ON CONVERSION: All data was converted from "metric tons" to "pounds/capita" as follows: 1 metric ton=1000 kg and 2.205kg=1 lb. Total pounds were then divided by the country's population to derive the *number of pounds per capita.*

NOTE ON DATA INTERPRETATION: The data below represents *production* and should not be confused with *consumption* by the population. It is important to remember that "pounds per capita" assumes that: (1) all members of the population would be allocated *equal portions* of the crop, and (2) all crop production is available on the domestic market (i.e., none of the crop production is exported or stored for future use). The "per capita" calculations are useful insofar as it standardizes the base of comparison between countries. This would be an excellent opportunity to discuss exporting and importing with your students.

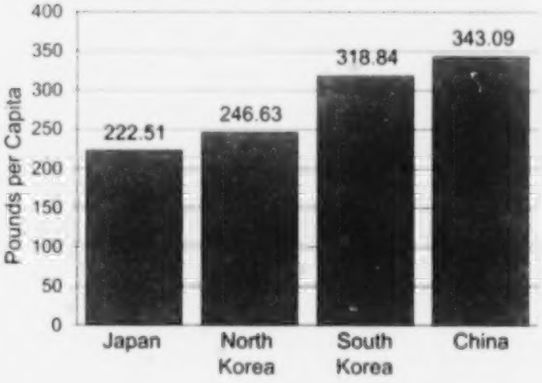
AGRICULTURAL PRODUCTION: WHEAT



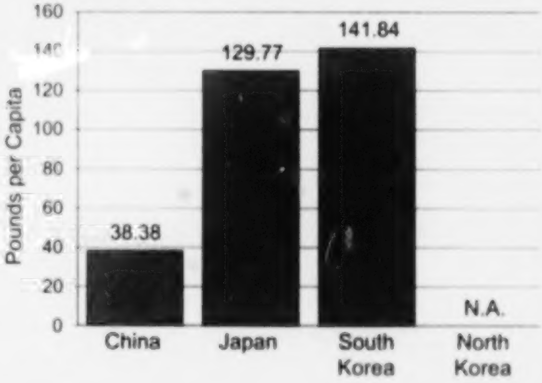
AGRICULTURAL PRODUCTION: CORN



AGRICULTURAL PRODUCTION: RICE



AGRICULTURAL PRODUCTION: FISHING



Theme
B

East Asia: Agriculture & Natural Resources

Mary Lou Luebbehusen
Forest Park Junior/Senior High School

SUMMARY

Adaptable Levels
Grades 6-10

Related Themes
USGC, PPE

Values
Responsibility, appreciation, cooperation

Skills
Map reading, comparison, interpretation, creativity

Integration
Geography, reading, language

PURPOSE

To show the effect that physical geography and climate have upon agriculture and natural resources in the countries of East Asia.

THEME STATEMENT

Technology, Production, Distribution & Consumption (TPDC): Decisions revolving around exchange and economic policies, production, distribution, consumption, and technology (along with well-being) are global in scope.

SUGGESTED TIME

Four or five class periods of forty-five minutes each.

KEY VOCABULARY & CONCEPTS

Natural resources; non-renewable resources; renewable resources; exports; imports; GNP (Gross National Product); GDP (Gross Domestic Product).

MATERIALS NEEDED

- blank maps of East Asia (two copies per group) [see Appendix II]
- atlas containing information about (1) mineral deposits, (2) energy resources, (3) climate, (4) land use, and (5) physical features
- almanac
- colored pencils
- rulers

BACKGROUND INFORMATION

It may be necessary to explain the definition of GDP (Gross Domestic Product). GDP measures the market value of all goods and services produced in a particular economy in a particular year. GDP recently replaced GNP (Gross National Product) as the primary means of measuring net income and production. The two measurements are roughly equal and will be considered as such for this lesson. In addition, to introduce the lesson, pamphlets from local businesses who do business overseas or from local tourist organizations could be used to introduce this lesson and stimulate student interest in the topic. Artifacts from each country could also be used as another method of introducing this lesson. Students should be encouraged to do research on the Internet, if access is available; computer CDs containing up-to-date country information can also serve as valuable reference material.

INITIATION (Inquiry, Preview, Involvement)

1. Distribute to students any pamphlets from local businesses who do business overseas or from tourist organizations promoting travel to that country. Discuss the idea that tourists bring money into the country which, in turn, stimulates the economy. Connect this idea to foreign investment as a means of improving the economy of the area with the money that is invested. Discuss the idea of Asia as a rising economic power.
2. Divide the class into groups of three or four students.
3. Provide each group with materials (see *Materials* section), handouts (Student Handouts #1-#5), and blank outline maps of East Asia.
4. Review and clarify directions for the project (Student Handout #1).
5. Assign each group one country: China, Japan, North Korea, South Korea, Taiwan.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Student groups will develop a plan on researching information and transferring it to the maps.
2. Groups will investigate industrial products that can be developed from the natural resources.
3. Groups will investigate the effect that physical geography and climate have upon agriculture and natural resources.
4. Groups will develop charts on the GDP (Student Handout #1).

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

1. Students will develop a four-page illustrated pamphlet (Student Handout #1).
2. Students will present their pamphlet to the class.

ASSESSMENT OF ACHIEVEMENT

1. The oral presentation of the pamphlet will be assessed.
2. The questions on the handout (Student Handout #1) will be collected and assessed.
3. The finished pamphlet will be collected and assessed.

KEY QUESTIONS

- What possible effects could agriculture or the extraction of natural resources have on the environment?
- What are the factors that countries need to consider when trying to attract foreign investment?

ALTERNATIVES

To make a shorter lesson, development of the pamphlet could be eliminated. In addition, this lesson could be expanded to include other countries in other parts of Asia or the world. Comparable information on other countries is available from the book, *Asia and Oceania* (World Eagle) or online in the CIA (Central Intelligence Agency) World Factbook.

REFERENCES & RECOMMENDED RESOURCES

- *Asia and Oceania*. Littleton: World Eagle, 1995.
- *CIA World Factbook*: http://www.odci.gov/cia/publications/nsolo/wfb-all.htm

STUDENT HANDOUT #1:

Instructions: Effect of Physical Features & Climate on Natural Resources & Agriculture

1. On one map, show (a) agricultural products and (b) natural resources for China, Japan, North Korea, South Korea, and Taiwan. Include title, key, and country names.

2. On the second map, show (a) physical features and (b) climate of China, Japan, North Korea, South Korea, and Taiwan. Include title, key, and country names.

3. Within your group, discuss the effect of climate and physical features on the type of agricultural products produced and the natural resources in each country.

4. On a separate sheet of paper, complete the following: [NOTE: You will need your finished maps and Student Handouts #2-#5. Additional research on the computer or in the library may be necessary. Answers to questions "A" through "H" will be collected.]

   A. Does the climate of each country limit the agriculture to a few crops or allow a wide variety of crops?

   B. What severe weather patterns may affect the agriculture of each area? Explain.

   C. Give the cardinal direction of each country in which the major agricultural area can be found.

   D. Do the physical features limit the type of agricultural crops in each country? Explain.

   E. Explain how the physical features limit the availability of natural resources in each country.

   F. What types of industrial products can be produced from the available natural resources in each country?

   G. Are there environmental concerns that may limit future production of either natural resources or agriculture? Will natural resources or agriculture contribute to possible environmental concerns?

   H. Develop a bar graph showing the percent of each country's GDP that (1) agriculture and (2) industrial products constitute.

   I. Your group has been asked to create a four-page illustrated pamphlet for the country of ____________________. You will use this pamphlet to encourage foreign investment in your country. Use the information you have compiled to develop the pamphlet.

   J. Your group will present the pamphlet to the class. The pamphlet is to be turned in after your presentation.

STUDENT HANDOUT #2:

Reference: Major Industries and Exports

[Excerpts from *World Factbook 1996*, Central Intelligence Agency: http://www.odci.gov/cia/publications/nsolo/wfb-all.htm]

CHINA:

Industries: iron and steel, coal, machine building, armaments, textiles and apparel, petroleum, cement, chemical fertilizers, consumer durables, food processing, autos, consumer electronics, telecommunications.

Exports: $148.8 billion (f.o.b., 1995)

- commodities: garments, textiles, footwear, toys, machinery and equipment (1994)
- trading partners: Hong Kong, Japan, U.S., Germany, South Korea, Singapore (1994)

JAPAN:

Industries: among world's largest and technologically advanced producers of steel and non-ferrous metallurgy, heavy electrical equipment, construction and mining equipment, motor vehicles and parts, electronic and telecommunication equipment, machine tools, automated production systems, locomotives and railroad rolling stock, ships, chemicals, textiles, processed foods.

Exports: $442.84 billion (f.o.b., 1995)

- commodities: manufactures 97% (including machinery 46%, motor vehicles 20%, consumer electronics 10%)
- trading partners: Southeast Asia 38%, U.S. 27%, Western Europe 17%, China 5%

NORTH KOREA:

Industries: military products, machine building, electric power, chemicals, mining (coal, iron ore, magnesite, graphite, copper, zinc, lead, and precious metals), metallurgy, textiles, food processing.

Exports: $840 million (f.o.b., 1994 est.)

- commodities: minerals, metallurgical products, agricultural and fishery products, manufactures (including armaments)
- trading partners: China, Japan, South Korea, Germany, Hong Kong, Russia

SOUTH KOREA:

Industries: electronics, automobile production, chemicals, shipbuilding, steel, textiles, clothing, footwear, food processing

Exports: $125.4 billion (f.o.b., 1995)

- commodities: electronic and electrical equipment, machinery, steel, automobiles, ships, textiles, clothing, footwear, fish
- trading partners: U.S. 19%, Japan 14%, European Union 13%

TAIWAN:

Industries: electronics, textiles, chemicals, clothing, food processing, plywood, sugar milling, cement, shipbuilding, petroleum refining

Exports: $93 billion (f.o.b., 1994)

- commodities: electrical machinery 19.7%, electronic products 19.6%, textiles 10.9%, footwear 3.3%, foodstuffs 1.0%, plywood and wood products 0.9% (1993 est.)
- trading partners: U.S. 27.6%, Hong Kong 21.7%, European Union 15.2%, Japan 10.5% (1994 est.)

STUDENT HANDOUT #3:

Reference: Agriculture and GDP Composition by Sector

[Excerpts from *World Factbook 1996*, Central Intelligence Agency: http://www.odci.gov/cia/publications/nsolo/wfb-all.htm]

CHINA:

Agriculture: rice, potatoes, sorghum, peanuts, tea, millet, barley, cotton, other fibers, oilseed; pork and other livestock products; fish

GDP composition by sector:

- agriculture: 19%
- industry: 48%
- services: 33% (1994 est.)

JAPAN:

Agriculture: rice, sugar, beets, vegetables, fruit; pork, poultry, dairy products, eggs; world's largest fish catch of 10 million metric tons in 1991

GDP composition by sector:

- agriculture: 2.1%
- industry: 40.2%
- services: 57.7% (1994)

NORTH KOREA:

Agriculture: rice, corn, potatoes, soybeans, pulses; cattle, pigs, pork, eggs

GDP composition by sector:

- agriculture: 25%
- industry: 60%
- services: 15% (1995 est.)

SOUTH KOREA:

Agriculture: rice, root crops, barley, vegetables, fruit; cattle, pigs, chickens, milk, eggs; fish catch of 2.9 million metric tons, seventh largest in world

GDP composition by sector:

- agriculture: 8%
- industry: 45%
- services: 47% (1991 est.)

TAIWAN:

Agriculture: rice, wheat, corn, soybeans, vegetables, fruit, tea; pigs, poultry, beef, milk; fish catch increasing, reached 1.4 million metric tons in 1988

GDP composition by sector:

- agriculture: 3.6%
- industry: 37.3%
- services: 59.1% (1994 est.)

STUDENT HANDOUT #4:

Reference: Major Natural Resources

[Excerpts from *World Factbook 1996*, Central Intelligence Agency: http://www.odci.gov/cia/publications/nsolo/wfb-all.htm]

CHINA:

Coal, iron ore, petroleum, mercury, tin, tungsten, antimony, manganese, molybdenum, vanadium, magnetite, aluminum, lead, zinc, uranium, hydropower potential (world's largest).

JAPAN:

Negligible mineral resources, fish.

NORTH KOREA:

Coal, lead, tungsten, zinc, graphite, magnesite, iron ore, copper, gold, pyrites, salt, fluorspar, hydropower.

SOUTH KOREA:

Coal, tungsten, graphite, molybdenum, lead, hydropower.

TAIWAN:

Small deposits of coal, natural gas, limestone, marble, and asbestos.

STUDENT HANDOUT #5:

Reference: Physical Geography & Environment

[Excerpts from *World Factbook 1996*, Central Intelligence Agency: http://www.odci.gov/cia/publications/nsolo/wfb-all.htm]

CHINA:

Climate: extremely diverse; tropical in south to subarctic in north

Terrain: mostly mountains, high plateaus, deserts in west; plains, deltas, and hills in east

Environment:

- ***current issues***: air pollution from the overwhelming use of high-sulfur coal as a fuel, produces acid rain which is damaging forests; water shortages experienced throughout the country, particularly in urban areas; future growth in water usage threatens to outpace supplies; water pollution from industrial effluents; much of the population does not have access to potable water; less than 10% of sewage receives treatment; deforestation; estimated loss of one-fifth of agricultural land since 1957 to soil erosion and economic development; desertification; trade in endangered species
- ***natural hazards***: frequent typhoons (about five per year along southern and eastern coasts); damaging floods; tsunamis; earthquakes; droughts

JAPAN:

Climate: varies from tropical in south to cool temperate in north

Terrain: mostly rugged and mountainous

Environment:

- ***current issues***: air pollution from power plant emissions results in acid rain; acidification of lakes and reservoirs degrading water quality and threatening aquatic life; Japan's appetite for fish and tropical timber is contributing to the depletion of these resources in Asia and elsewhere
- ***natural hazards***: many dormant and some active volcanoes; about 1,500 seismic [earthquake] occurrences (mostly tremors) every year; tsunamis

NORTH KOREA:

Climate: temperate with rainfall concentrated in summer

Terrain: mostly hills and mountains separated by deep, narrow valleys; coastal plains wide in west, discontinuous in east

Environment:

- ***current issues***: localized air pollution attributable to inadequate industrial controls; water pollution; inadequate supplies of potable water
- ***natural hazards***: late spring droughts often followed by severe flooding; occasional typhoons during the early fall

(Continued on next page)

SOUTH KOREA:

Climate: temperate, with rainfall heavier in summer than winter
Terrain: mostly hills and mountains; wide coastal plains in west and south
Environment:

- ***current issues***: air pollution in large cities; water pollution from the discharge of sewage and industrial effluents; drift net fishing
- ***natural hazards***: occasional typhoons bring high winds and floods; earthquakes in southwest

TAIWAN:

Climate: tropical; marine; rainy season during southwest monsoon (June to August); cloudiness is persistent and extensive all year
Terrain: eastern two-thirds mostly rugged mountains; flat to gently rolling plains in west
Environment:

- ***current issues***: water pollution from industrial emissions, raw sewage; air pollution; contamination of drinking water supplies; trade in endangered species
- ***natural hazards***: earthquakes and typhoons

Theme

B

Economic Development and Air Pollution

Stacy Erickson
Mill Creek Middle School

PURPOSE

To create a correlation between Chinese and Japanese economic growth and greenhouse gas emissions.

THEME STATEMENT

Technology, Production, Distribution & Consumption (TPDC): Decisions revolving around exchange and economic policies, production, distribution, consumption, and technology (along with well-being) are global in scope.

SUGGESTED TIME

One hour, depending on student graphing ability.

KEY VOCABULARY & CONCEPTS

- Gross Domestic Product (GDP)
- greenhouse effect
- greenhouse gases
- emission

MATERIALS NEEDED

- statistics on greenhouse gas emissions (Student Handouts #1 and #2)
- statistics on GDP for China and Japan (1980-1990) (Student Handout #3)
- graph paper
- each student must have two different colored writing utensils

BACKGROUND INFORMATION

This lesson is a good introduction to East Asian economic growth. Students need to have a basic understanding of the effects of greenhouse gases. Also, students will be expected to be able to create a line chart graph. If students are unable to do this, this lesson can be expanded to include graphing instructions.

SUMMARY

Adaptable Levels
Grades 6-12

Related Themes
PPE, USGC, IPG

Values
Caring,
environmental concern

Skills
Graphing, comparisons,
analysis

Integration
Science, math, social studies

INITIATION (Inquiry, Preview, Involvement)

1. Have students brainstorm the causes of air pollution.

2. As they brainstorm, have a representative write all the responses on the board.

3. Have students brainstorm the areas of the world where they believe air pollution is the greatest.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Show students the pie chart of the world's greenhouse gas emissions (Student Handout #1).

2. Have students compare this chart with the regions that they had brainstormed in #3 above.

3. Show students the pie chart of the Asian greenhouse gas emissions (Student Handout #2).

4. Using the causes of greenhouse gas that they generated in #1 above, ask why China and Japan may have such high emission rates.

5. For the correlation to economic development, give students a piece of graph paper and make sure that they have two different colored writing utensils.

6. Have the students label the X-axis in one-year increments from 1980 to 1990. The Y-axis is for GDP and should be labeled in US$100 billion (1980 dollar value).

7. Using the GDP statistics (Student Handout #3), have students complete their graph using one color for Japan's statistics and one color for China's statistics.

8. Discuss with the students their observations as they examine their graphs.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

Ask students to create a correlation between the charts that they just created and the Asian greenhouse gas pie chart (Student Handout #2) that they were introduced to earlier.

ASSESSMENT OF ACHIEVEMENT

Have students choose either Japan or China and write a paragraph describing the country's economic growth and its contribution to greenhouse gas emissions in Asia and the world. Have students provide a possible solution to the problem, explaining their reasoning thoroughly.

Construct a rubric for assessment, such as the following:

4 = Student clearly identifies and describes the correlation between economic growth and emissions; presents a plausible solution.

3 = Adequately describes the correlation between economic growth and emissions; explanation not as clear as a "4" description; presents a possible solution.

2 = Minimally describes the correlation between economic growth and emissions; reasoning is not well explained; presents no reasonable solution.

1 = Little to no correlation is established between economic growth and emissions; no solution is presented.

KEY QUESTIONS

Engage the class in exploring the following questions. For each country, ask:

- In which direction has the economy gone?
- What reasons might there be for this direction in "growth"?
- What country has the most greenhouse gases? What might be some reasons why?

Examining both countries comparatively, ask:

- Why might China and Japan have such high emissions?
- Do you think that these countries are trying to lower their emissions? How might you propose that they reduce emissions?

ALTERNATIVES

- Have students search for their own data on air pollution, especially as environmental data becomes more readily available.
- Incorporate more countries into the lesson, perhaps ones that the class has already studied, in order to present a more complete view of Asia (or the world), again as data becomes more available.
- Present a similar lesson which includes other types of pollution (*e.g.*, soil, water) in Asian countries.

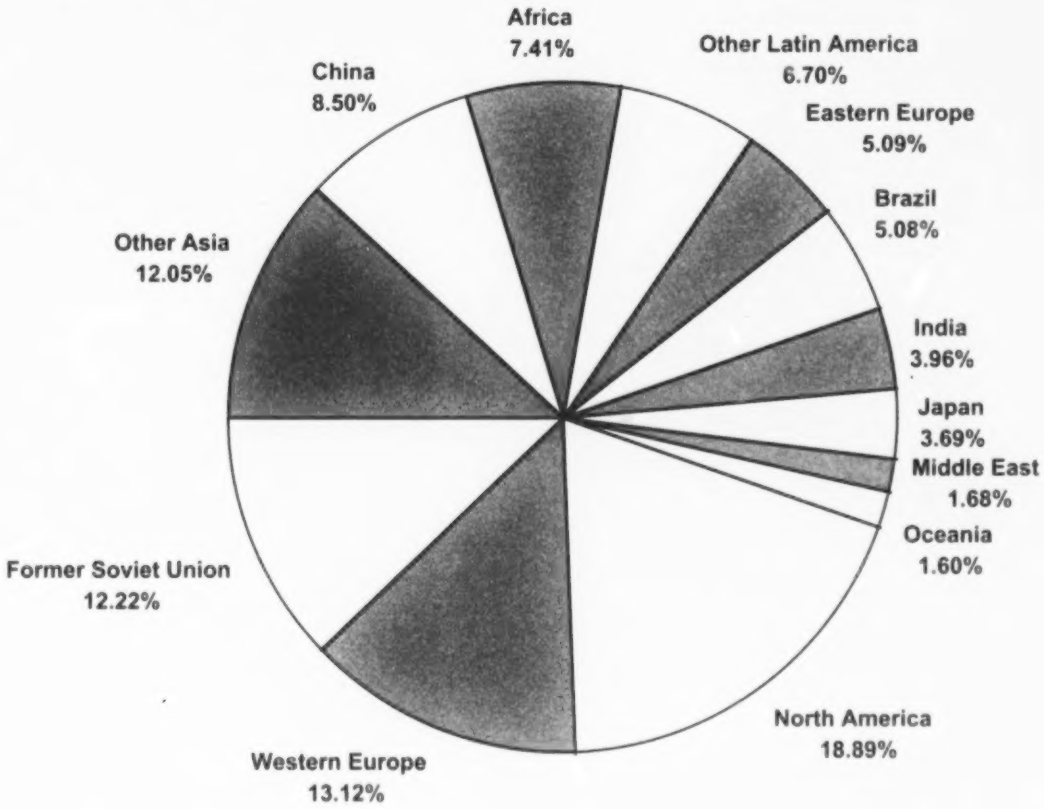
REFERENCES & RECOMMENDED RESOURCES

- various world almanacs
- *CIA World Factbook*: http://www.odci.gov/cia/publications/nsolo/wfb-all.htm

STUDENT HANDOUT #1:

Regional Rankings of Global Greenhouse Gas Emissions

[Source: Ebert, Craig, and Adyd Karmali. Uncertainties in Estimating Greenhouse Gas Emissions. *World Bank, 1992.]*



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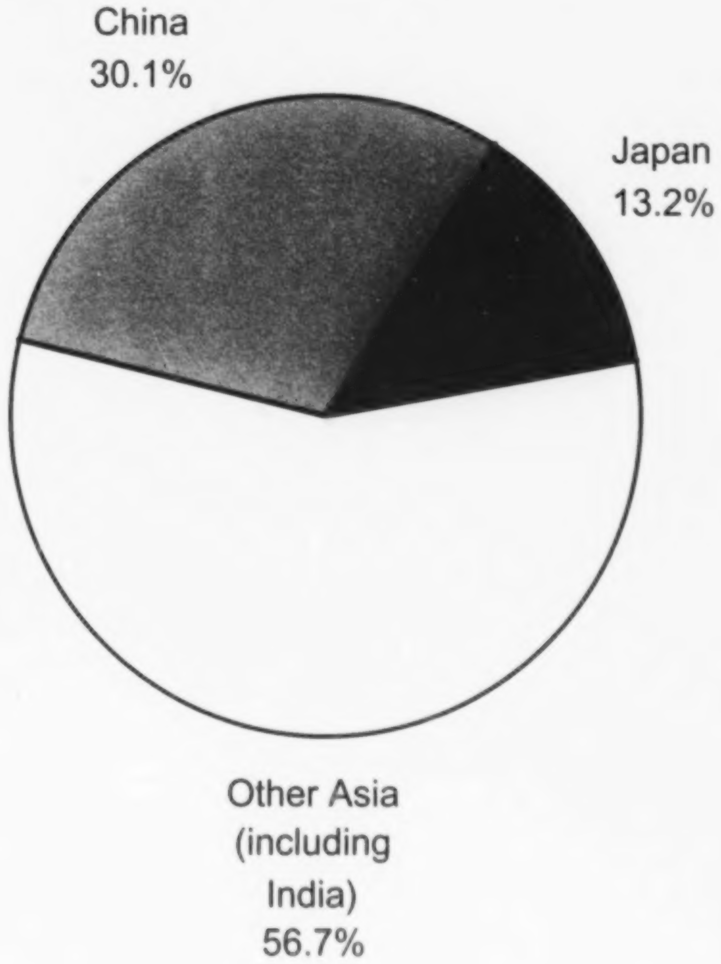
STUDENT HANDOUT #2:

Regional Rankings of Global Greenhouse Gas Emissions

[Source: Ebert, Craig, and Adyd Karmali. Uncertainties in Estimating Greenhouse Gas Emissions. *World Bank, 1992.]*



STUDENT HANDOUT #3:

Gross Domestic Product (GDP) in China & Japan

[Source: Reddy, Marlita. A Statistical Abstract of the World. *New York: Gale Research Inc., 1994.]*

	1980	**1985**	**1990**
China	2.86716	4.59012	6.62193
Japan	10.593	12.724	15.921

[All figures in US$100 billion]

Theme

B

How East Asia Became An Economic Power

Mark Boone
Scribner Junior High School

PURPOSE

To research, map, and discuss the different aspects of how countries of East Asia became economic powers. Through this exercise, students will gain knowledge of how countries of East Asia developed from rural agricultural economies to major economic forces in the world.

THEME STATEMENT

Technology, Production, Distribution & Consumption (TPDC): Decisions revolving around exchange and economic policies, production, distribution, consumption, and technology (along with well-being) are global in scope.

SUGGESTED TIME

One and a half periods of 90 minutes each, or the equivalent in shorter periods.

KEY VOCABULARY & CONCEPTS

Five-year plans; special economic zones.

MATERIALS NEEDED

- atlases
- encyclopedias
- world almanacs

BACKGROUND INFORMATION

Teachers are encouraged to research economic development of various East Asian countries before starting this lesson. A brief outline for three East Asian countries is included (Teacher Background #1).

INITIATION (Inquiry, Preview, Involvement)

1. Bring to class some items that are made in East Asian countries. These can be shoes, computer chips, picture of an automobile, etc. Ask students to guess where each of these items was manufactured, having students explain their reasoning behind their hypotheses.

SUMMARY

Adaptable Levels
Grades 7-12

Related Themes
USGC, CCC, PPE, IPG

Values
Understanding

Skills
Mapping, graphing, adaptation, analyzing

Integration
Language, social studies

2. Have students look on a map and point out where each of the above countries is located.

3. Have students brainstorm some ideas of how Japan, South Korea, and China came to be the economic powers that they are today. List ideas on a chart for later revisions and additions as the lesson proceeds.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Divide students into small groups and assign each group an East Asian country.

2. Break down each group further by assigning each person in the group to one of the following tasks (one or two people per group per task):
   - research the background of how the assigned country developed its economic base
   - research the assigned country's type of government and analyze how it affects the economy
   - use a map to display (using symbols) the leading manufactured items that the country produces as well as the leading manufacturing centers/locations within the country
   - use a world almanac to research the country's trade with the United States as well as the country's trade ranking in relation to other trading partners

3. After the groups have finished with their assigned task above, have group members share their findings with other members of their group.

4. Using the information above, have each group prepare a written account of how their assigned country came to be an economic power.

5. Have students present their analyses and conclusions to the class as a group. As each group presents their findings, have the remaining students assess them (see sample rubric in "Assessment of Achievement").

6. After group presentations have been completed, discuss the findings as a class and determine what was common or different with each country's path of economic development.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

Students may also want to examine how ***education*** played a role in the economic transformation of various East Asian countries.

ASSESSMENT OF ACHIEVEMENT

Students will assess each group as they present their material to the class. Assess the students yourself as you lead the class in discussing their findings and asking the key questions.

Students assess other students' performance and products with rubrics adapted from the following:

5 = Student fully completed all aspects of the research and presentation, and he/she worked well with other members of the group.
4 = Student partially completed the research but did, however, participate in the presentation and group work.
3 = Student fully completed all the research, but did not participate in presentation.
2 = Student partially prepared the research, presentation, and the group work.
1 = Student did not complete or participate in any aspect of this project.

◆

KEY QUESTIONS

- What methods did South Korea use to turn around its economy?
- How is China's economy different from other countries' economies?
- What are some of the stages that China, Japan, and South Korea went through to achieve or begin to achieve their economic goals?
- How has their economic "turn-around" changed their position in the world?
- What information did you find the most interesting? Why?

ALTERNATIVES

This lesson can be adapted to fit any country or group of countries that the class is currently studying.

REFERENCES & RECOMMENDED RESOURCES

- *Hammond Comparative World Atlas*. Maplewood: Hammond, Inc., 1997.
- *The World Almanac and Book of Facts, 1997*. Mahwah: Kill Communications, 1997.
- Cannon, Terry, and Alan Jenkins, Eds. *Geography of Contemporary China*. New York: Routledge, 1990, p. 237. (ISBN: 0415001021)

TEACHER BACKGROUND #1:

Paths of Economic Development in East Asia

JAPAN

Japan was "opened" (after a formal policy of isolation) after Commodore Perry arrived in 1853. After this, the people of Japan concentrated on education and long-range planning of their economy. After World War II, they again concentrated on education and the re-building/re-structuring of their economy. The Korean War in the early 1950s helped the Japanese economy to grow, since Japan produced materials for both the United States and Korea. As the manufacturing base in Japan grew, Japanese industries expanded into other countries around the world. This expansion was patiently planned and calculated. Today, Japan is a major player in the world economy, owning several companies and banks that are among the largest of their kind in the world.

SOUTH KOREA

After the Korean War in the 1950s, the South Korean people struggled to get their economy going in the right direction. In 1961, General Park Chung Hee led a military coup and overthrew the government. Once in power, President Park Chung Hee set forth several new economic programs that established Korea on the path of economic development. The basis of this development was a special emphasis on education, making it an important part of Korean life. President Park implemented several five-year plans to improve the economy. Korean workers were put into three shifts, working round the clock to complete the work outlined in the various five-year plans. The five-year plans were:

- 1963-68: Five-year plan to improve the infrastructure of the country.
- 1968-74: Five-year plan focused on development of light industry (e.g., textiles, shoes).
- 1974-early 1980s: Five-year plan focused on development of heavy industry (e.g., autos, ship building, farm machinery, chemicals).
- early 1980s-present: Economic development concentrated on high-tech. industries (e.g., computer chips).

Today, South Korea has a fast growing economy and is an up-and-coming economic power.

CHINA (P.R.C.)

Since 1978, China, under Deng Xiaoping, has given more power to several provinces and port cities. Soon after coming to power, Deng put his own people into key government roles, starting China on the path towards becoming an economic power. With long-range planning, Deng established several provinces and port cities as "Special Economic Zones." These zones were created using laws and ideas, new to previous government precedent in China; these zones were to operate under a capitalistic economy, allowing foreign businesses to enter China and set up their operations. Tax breaks and other incentives were given to these foreign corporations. The new zones soon prospered beyond expectations. China is now a country that holds much economic power; it continues to grow and expand its role in the world's economy.

Theme C

Flavors of Japan

Kelly Chapman
Castle Junior High School

PURPOSE

To compare and contrast diets of Japan and the United States in order to address stereotypes pertaining to Japanese food.

THEME STATEMENT

Cultures, Continuity & Change (CCC): Throughout periods of time, human beings have sought their historic roots while creating, learning, and changing their cultures.

SUGGESTED TIME

One class period of forty to fifty minutes.

MATERIALS NEEDED

Any Japanese recipe book; Culturgram® of Japan.

BACKGROUND INFORMATION

The traditional Japanese diet consisted mainly of rice, fish, and vegetables. Rice, the traditional element of the meal, is reflected in their language; the word for "meal" (*gohan*) is also the word for "cooked rice." To identify the particular meal, a prefix is added to *gohan*, such that breakfast becomes *asa-gohan* (morning rice), lunch becomes *hiru-gohan* (noon rice), and dinner becomes *ban-gohan* (evening rice).

Japan is an island nation, and fish has long been a major part of the Japanese diet. The Japanese eat fish in a variety of ways: raw, fried, boiled, steamed, or broiled. The Japanese also eat other sea products including *nori* (a type of seaweed), sea urchin, kelp, squid, eel, and prawn.

Miso (soybean paste) and soy sauce give Japanese food its flavor. The purity and freshness of each ingredient is important in Japanese cooking, so most food is purchased fresh at local markets.

While traditional food is still an important part of the Japanese diet, Western-style food is becoming quite popular today. Most of the fast food restaurants common in America (*e.g.*, McDonald's, Pizza Hut, Dunkin' Donuts) have become very popular with the younger generation in Japan.

SUMMARY

Adaptable Levels
Grades 5-9

Related Themes
PPE

Values
Understanding, appreciation of others

Skills
Analyzing, communicating, cooperating

Integration
All subjects

INITIATION (Inquiry, Preview, Involvement)

1. The day preceding this lesson, students keep a journal of everything that they eat during an entire day. In addition, have the students talk with their parent/s and record the foods that they ate (Student Handout #1).

2. Students should put an asterick by the those foods on the list that they consider to be traditional American food and a check-mark by those foods that might be traditional to their own ethnic origin.

3. Divide students into groups and have them share their lists with others.

4. As a class, have students discuss how their two lists (food consumed by classmates and food consumed by parent/s) varied.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. In small groups, ask students to generate a list of foods which they think Japanese people eat. Record the foods on a black board for the entire class to see.

2. Ask students which of the foods they think would be popular with Japanese students of their comparable age in Japan.

3. Distribute to each student a "menu" depicting types of food typically eaten by traditional Japanese families and a "menu" listing types of foods typically consumed by the younger generations in Japanese society (Student Handout #2).

4. Students will compare and contrast both diets within Japan and within the U.S. as well as compare and contrast the diets between Japan and the U.S. Several aspects to consider might be (1) taste, (2) commonality, and (3) preparation.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Have students conduct a search in their own local communities for a Japanese/Asian market or store selling traditional Japanese foods, spices, etc.
- Have students locate a person/s of Japanese heritage in their community and interview this person/s about food and food preparation. In addition, find out what stereotypes they might have had about American cuisine.
- Have students prepare at home a Japanese dish to be brought to school for classmates to taste. Students should be prepared to explain how their particular dish is traditionally prepared and when (time of day and/or season) it would be consumed in Japan.

ASSESSMENT OF ACHIEVEMENT

In the case that students bring prepared Japanese dishes to school for a tasting party, each student will write an essay comparing and contrasting the differences between Japanese and American cuisine. If they would, indeed, move to Japan, how would they adapt to the different foods?

Construct a rubric for assessing food preparation and the essay, such as the following:

5 = Student fully completed essay and participated willingly in food preparation and tasting.
4 = Student fully completed essay but was reluctant to participate in food preparation and tasting.
3 = Student partially completed essay but participated in food preparation and tasting.
2 = Student partially completed essay and was reluctant to participate in food preparation and tasting.
1 = Student did not complete essay and did not participate in food preparation and tasting.

KEY QUESTIONS

- Are there generational differences in diet in Japan and the U.S.? If so, what are the differences as well as the similarities.
- How is our complete understanding of the Japanese diet constrained by our stereotypes of traditional Japanese foods?
- How are foods prepared differently in Japan and the U.S.?
- How much of the food consumed in both countries is pre-packaged versus fresh?

REFERENCES & RECOMMENDED RESOURCES

- *Culturgram*® (Japan and many other countries): Brigham Young University, P.O. Box 24538, Provo, UT 84602-4538; tel. (800) 528-6279.

STUDENT HANDOUT #1:

Record of Food Consumption

STUDENT NAME: ____________________________________

DATE: ____________________________________

	YOUR CONSUMPTION	PARENT/S CONSUMPTION
BREAKFAST		
SNACKS		
LUNCH		
SNACKS		
DINNER		

STUDENT HANDOUT #2:

Similarities and Differences in Diets of Japanese People

	TRADITIONAL	NON-TRADITIONAL (younger generation)
BREAKFAST	• salted pickles • rice • miso soup • dried fish (salty)	• toast with jam • salad • eggs • ham
LUNCH	• noodles (*udon*, *soba*) (not much time, fast lunch)	• noodles (*udon*, *soba*) • fast food (Western style)
DINNER	• rice • bread • rich foods • fresh vegetables • seafood • fruit • sushi (uncooked fish usually embedded in rice and wrapped in seaweed) for special occasions	• rice • vegetables • meat • Western-style food

Theme

C

Chinese Culture Through Cinderella

Stacy Erickson
Mill Creek Middle School

PURPOSE

To create a comparison of Chinese culture with a more Western culture through the reading and analysis of a children's fairy tale; to recognize the differences and commonalities.

THEME STATEMENT

Cultures, Continuity & Change (CCC): Throughout periods of time, human beings have sought their historic roots while creating, learning, and changing their cultures.

SUGGESTED TIME

One hour.

KEY VOCABULARY & CONCEPTS

"Culture" as everything that makes up a person's way of life.

MATERIALS NEEDED

Cinderella story (Student Handout #1); *Yeh-Shen* story (Student Handout #2).

BACKGROUND INFORMATION

The teacher should have knowledge of Chinese culture. Specifically, the teacher should know of the Chinese reverence for ancestors, the symbol of fish as the hope of prosperity (*i.e.*, fertility), and the acceptance of men as wise in society.

INITIATION (Inquiry, Preview, Involvement)

Have a student recount (or read) the story of Cinderella. If a student is recounting the tale from memory, encourage other students to add to the story specific parts that the original storyteller may have omitted.

SUMMARY

Adaptable Levels
Grades K-8

Related Themes
ACV, USGC

Values
Caring, goal achievement

Skills
Reading comprehension,
analysis, connecting,
oral communication

Integration
Language, social studies

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Break students into groups of three or four and give them a copy of *Yeh-Shen* (Student Handout #2).

2. For groups of three, have one student read the story aloud, one student write down the *similarities* between the two tales, and the third student write down the *differences*. For groups of four or more, have the extra students share in the reading.

3. At the end of the story, the two writers should read their lists aloud, and the other group members should contribute any additional ideas.

4. On the chalkboard, create a data chart of similarities and differences (Teacher Background #1).

5. Have one representative from each group write one of their group's *similarities* on the board. Instruct all students to make sure that they do not repeat other groups.

6. As a class, recognize and discuss the similarities of these stories. . . that human nature crosses political/cultural boundaries.

7. Repeat step #5 with a different member of the group recording *differences* on the board.

8. As a class, have students hypothesize what these differences might be able to tell us about the culture of China.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

After hypothesizing about the culture of China, ask students to provide reasons for their hypotheses based on what they already know about China (*e.g.*, geography, history).

ASSESSMENT OF ACHIEVEMENT

Using the enrichment task (above), have each student write an explanation of at least two connections discussed in class. A possible rubric for assessment is as follows:

4 = clearly identifies and describes two connections, explaining the role of their prior knowledge in the story's symbolism

3 = adequately describes two connections; explanations not as clear as a "4" description

2 = minimally describes two connections; reasoning is not well explained

1 = unsatisfactory; barely describes one connection; reasoning not well explained

KEY QUESTIONS

- What is the importance of fairy tales in society? (*e.g.*, entertainment, passing on societal values, explaining historical roots of society, stereotyping traditional characters)
- Are there any *similarities* that surprised you? Why?
- Are there any *differences* that surprised you? Why?

ALTERNATIVES

- Have students create their own fairy tale about another topic that your class studies, such as a historical event (*e.g.*, Long March, Tiananmen Square protest).
- The story of Cinderella has been adapted by several cultures throughout the world. Have students try to locate these stories and bring them to class to share.

REFERENCES & RECOMMENDED RESOURCES

Although the text of the two stories are included here, the original illustrated versions are recommended:

- Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from China*. New York: Philomel Books, 1982. ISBN: 039920900x
- Disney, Walt. Cinderella. New York: Windmill Books/Simon & Schuster, 1981.

Several books are widely available on folktales around the world. The story of Cinderella is part of several different cultures. If you are having difficulty locating Cinderella stories from other cultures, contact: Shen's Books and Supplies, 821 South 5th Avenue, Arcadia, CA 91006; tel.: (800) 456-6660; http://www.shens.com

TEACHER BACKGROUND #1:

Sample Comparison and Contrast

SIMILARITIES

- evil stepmother
- did lots of work
- had friend (animal) to communicate with
- "guardian angel"
- social party
- looking for husbands
- need for a beautiful gown
- magical shoes

...etc.

DIFFERENCES

- Chinese version depicts father with a *second wife*, not a re-marriage
- friend is a *fish* vs. mouse
- *male* vs. female guardian
- *pray to departed friend* (fish)
- *gold slipper* vs. glass slipper
- Chinese version recognizes the fate of the stepmother

...etc.

STUDENT HANDOUT #1:

Cinderella

Once upon a time, there was a gentleman who had a sweet young daughter named Cinderella. Unfortunately, his wife passed away, and he took for his second wife the proudest and haughtiest woman that was ever seen. She had two daughters who were just like her in every way, bad disposition and all.

The marriage ceremony was hardly over when the stepmother's temper flared up. She could not abide this young girl, whose goodness made her own daughters seem more hateful than ever. She gave her the vilest household tasks; it was Cinderella who scoured the pots and scrubbed the stairs, Cinderella who polished the bedchamber of madame and also those of her daughters.

Cinderella did all the work and never heard a word of thanks. Her only friends were some little mice. She slept in a cold room while her stepsisters had fancy bedrooms. But Cinderella never complained. She felt sure that someday happiness would find her.

When invitations to a Royal Ball arrived, Cinderella was very excited. The Prince was looking for someone to marry, and every girl was supposed to attend. But the mean stepmother and stepsisters made her work so long that she had no time to get ready for the Royal Ball. And anyhow, she had no pretty gown to wear. Cinderella ran into the garden and cried.

Suddenly, a little lady appeared. "I am your Fairy Godmother," she said. "Stop crying and I'll see that you get to the Ball!"

"But how?" Cinderella asked.

The Fairy Godmother saw a big pumpkin and a group of mice. She waved her magic wand, and the pumpkin changed into a handsome coach while the mice became wonderful prancing horses.

Again, the Fairy Godmother waved her wand. Poof! Cinderella was wearing a lovely gown and a pair of glass slippers.

"Off you go," she said. "But remember: you must leave the Ball before midnight. At twelve o'clock everything will change back. Even your gown will turn into a dress of rags again!

Cinderella was the most beautiful girl at the Ball. The Prince paid no attention to anyone else and danced with Cinderella all evening.

(Continued...)

When Cinderella heard the clock begin to strike midnight, she stopped dancing. She ran toward the coach. On the way, one of the glass slippers fell off, but there was no time to pick it up.

The next day, everyone wondered who it belonged to. The Prince said he would only marry the girl who could wear the slipper. But how could he find her? The Prince ordered the Grand Duke to have every girl in the kingdom try it on.

The wicked stepmother, meanwhile, locked Cinderella in her room so she'd have no chance to try on the slipper. Cinderella's friends, the mice, found the key, however, and opened the door.

When the Duke brought the slipper to the house, Cinderella said, "Please may I try it on?" When she did, it fit perfectly!

The ugly stepsisters glared at Cinderella. But there was nothing they could do. She and the Prince soon had a royal wedding and lived happily ever after.

STUDENT HANDOUT #2:

Yeh-Shen: A Cinderella Story from China

In the dim past, even before the Ch'in and the Han dynasties, there lived a cave chief of southern China by the name of Wu. As was the custom in those days, Chief Wu had taken two wifes. Each wife in her turn had presented Wu with a baby daughter. But one of the wives sickened and died, and not too many days after Chief Wu took to his bed and died too.

Yeh-Shen, the little orphan, grew to girlhood in her stpmother's home. She was a bright child and lovely, too, with skin as smooth as ivory and dark pools for eyes. Her stepmother was jealous of all this beauty and goodness, for her own daughter was not pretty at all. So in her displeasure, she gave poor Yeh-Shen the heaviest and most unpleasant chores.

The only friend that Yeh-Shen had to her name was a fish she had caught and raised. It was a beautiful fish with golden eyes, and every day it would come out of the water and rest its head on the bank of the pond, waiting for Yeh-Shen to feed it. Stepmother gave Yeh-Shen barely enough food for herself, but the orphan child always found something to share with her fish, which grew to enormous size.

Somehow the stepmother heard of this. She was terribly angry to discover that Yeh-Shen had kept a secret from her. She hurried down to the pond, but she was unable to see the fish, for Yeh-Shen's pet wisely hid itself. The stepmother, however, was a crafty woman, and she soon thought of a plan. She walked home and called out, "Yeh-Shen, go and collect some firewood. But wait! The neighbors might see you. Leave your filthy coat here!" The minute the girl was out of sight, her stepmother slipped on the coat herself and went down again to the pond. This time the big fish saw Yeh-Shen's familiar jacket and heaved itself onto the bank, expecting to be fed. But the stepmother, having hidden a dagger in her sleeve, stabbed the fish, wrapped it in her garments, and took it home to cook for dinner.

When Yeh-Shen came to the pond that evening, she found her pet had disappeared. Overcome with grief, the girl collapsed on the ground and dropped her tears into the still waters of the pond.

"Ah, poor child!" a voice said.

Yeh-Shen sat up to find a very old man looking down at her. He wore the coarsest of clothes, and his hair flowed down over his shoulders.

"Kind uncle, who may you be?" Yeh-Shen asked.

"That is not important, my child. All you must know is that I have been sent to tell you of the wondrous powers of your fish."

"My fish, but sir..." The girl's eyes filled with tears, and she could not go on.

(Continued...)

The old man sighed and said, "Yes, my child, your fish is no longer alive, and I must tell you that your stepmother is once more the cause of your sorrow." Yeh-Shen gasped in horror, but the old man went on. "Let us not dwell on things that are past," he said, "for I have come bringing you a gift. Now you must listen carefully to this: The bones of your fish are filled with a powerful spirit. Whenever you are in serious need, you must kneel before them and let them know your heart's desire. But do not waste their gifts."

Yeh-Shen wanted to ask the old sage many more questions, but he rose to the sky before she could utter another word. With a heavy heart, Yeh-Shen made her way to the dung heap to gather the remains of her friend.

Time went by, and Yeh-Shen, who was often left alone, took comfort in speaking to the bones of her fish. When she was hungry, which happened quite often, Yeh-Shen asked the bones for food. In this way, Yeh-Shen managed to live from day to day, but she lived in dread that her stepmother would discover her secret and take even that away from her.

So the time passed and spring came. Festival time was approaching. It was the busiest time of the year. Such cooking and cleaning and sewing there was to be done! Yeh-Shen had hardly a moment's rest. At the spring festival young men and young women from the village hoped to meet and to choose whom they would marry. How Yeh-Shen longed to go! But her stepmother had other plans. She hoped to find a husband for her own daughter and did not want any man to see the beauteous Yeh-Shen first.

When finally the holiday arrived, the stepmother and her daughter dressed themselves in their finery and filled their baskets with sweetmeats. "You must remain at home now, and watch to see that no one steals fruit from our trees," her stepmother told Yeh-Shen, and then she departed for the banquet with her own daughter.

As soon as she was alone, Yeh-Shen went to speak to the bones of her fish. "Oh, dear friend," she said kneeling before the precious bones, "I long to go to the festival, but I cannot show myself in these rags. Is there somewhere I could borrow clothes fit to wear to the feast?" At once she found herself dressed in a gown of azure blue, with a cloak of kingfisher feathers draped around her shoulders. Best of all, on her tiny feet were the most beautiful slippers she had ever seen. They were woven of gold threads, in a pattern like the scales of a fish, and the glistening soles were made of solid gold. There was magic in the shoes, for they should have been quite heavy, yet when Yeh-Shen walked, her feet felt as light as air.

"Be sure you do not lose your golden shoes," said the spirit of the bones. Yeh-Shen promised to be careful. Delighted with her transformation, she bid a fond farewell to the bones of her fish as she slipped off to join in the merrymaking.

That day, Yeh-Shen turned many a head as she appeared at the feast. All around her, people whispered, "Look at that beautiful girl! Who can she be?"

(Continued...)

But above this, Stepsister was heard to say, "Mother, does she not resemble our Yeh-Shen?"

Upon hearing this, Yeh-Shen jumped up and ran off before her stepsister could look closely at her. She raced down the mountainside, and in doing so, she lost one of her golden slippers. No sooner had the shoe fallen from her foot than all her fine clothes turned back to rags. Only one thing remained—a tiny golden shoe. Yeh-Shen hurried to the bones of her fish and returned the slipper, promising to find its mate. But now the bones were silent. Sadly, Yeh-Shen realized that she had lost her only friend. She hid the little shoe in her bedstraw and went outside to cry. Leaning against a fruit tree, she sobbed and sobbed until she fell asleep.

The stepmother left the gathering to check on Yeh-Shen, but when she returned home, she found the girl sound asleep, with her arms wrapped around a fruit tree. So thinking no more of her, the stepmother rejoined the party.

Meantime, a villager had found the shoe. Recognizing its worth, he sold it to a merchant, who presented it in turn to the king of the island kingdom of T'o Han.

The king was more than happy to accept the slipper as a gift. He was entranced by the tiny thing, which was shaped of the most precious of metals, yet which made no sound when touched to stone. The more he marveled at its beauty, the more determined he became to find the woman to whom the shoe belonged.

A search was begun among the ladies of his kingdom, but all who tried on the slipper found it impossibly small. Undaunted, the king ordered the search widened to include the cave women from the countryside where the slipper had been found. Since he realized it would take many years for every woman to come to his island and test her foot in the slipper, the king thought of a way to get the right woman to come forward. He ordered the slipper placed in a pavilion by the side of the road near where it had been found, and his herald announced that the shoe was to be returned to its original owner. Then from a nearby hiding place, the king and his men settled down to watch and wait for a woman with tiny feet to come and claim her slipper.

All that day, the pavilion was crowded with cave women who had come to test a foot in the shoe. Yeh-Shen's stepmother and stepsister were among them, but not Yeh-Shen; they had told her to stay home. By day's end, although many women had eagerly tried to put on the slipper, it still had not been worn. Wearily, the king continued his vigil into the night.

It wasn't until the blackest part of the night, while the moon hid behind a cloud, that Yeh-Shen dared to show her face at the pavilion, and even then she tiptoed timidly across the wide floor. Sinking down to her knees, the girl in rags examined the tiny shoe. Only when she was sure that this was the missing mate to her own golden slipper did she dare to pick it up. At last, she could return both little shoes to the fish bones. Surely then her beloved spirit would speak to her again.

(Continued...)

Now the king's first thought, on seeing Yeh-Shen take the precious slipper, was to throw the girl into prison as a thief. But when she turned to leave, he caught a glimpse of her face. At once the king was struck by the sweet harmony of her features, which seemed so out of keeping with the rags she wore. It was then that he took a closer look and noticed that she walked upon the tiniest feet he had ever seen.

With a wave of his hand, the king signaled that this tattered creature was to be allowed to depart with the golden slipper. Quietly, the king's men slipped off and followed her home.

All this time, Yeh-Shen was unaware of the excitement she had caused. She made her way home and was about to hide both slippers in her bedding when there was a pounding at the door. Yeh-Shen went to see who it was—and found a king at her doorstep. She was very frightened at first, but the king spoke to her in a kind voice and asked her to try the golden slippers on her feet. The maiden did as she was told, and as she stood in her golden shoes, her rags were transformed once more into the feathered cloak and beautiful azure gown.

Her loveliness made her seem a heavenly being, and the king suddenly knew in his heart that he had found his true love.

Theme

C

"Futuring"

Claudia Crump, Workshop Consultant
Indiana University, Southeast

SUMMARY

Adaptable Levels
Grades 5-12

Related Themes
TPDC, PPE

Values
Positive futuristic attitudes, openness to change

Skills
Creative thinking, hypothesizing, extrapolating

Integration
Creative writing

PURPOSE

To give students confidence through a sense of hope and control over their futures; to develop skills in hypothesizing, extrapolating, and discovering relationships and/or connections.

THEME STATEMENT

Cultures, Continuity & Change (CCC): Throughout periods of time, human beings have sought their historic roots while creating, learning, and changing their cultures.

SUGGESTED TIME

Two to five sessions (activities may be fused with other lessons).

KEY VOCABULARY & CONCEPTS

- futurist = one who studies and forecasts conditions and events yet to come
- trends matrix = interactive grid

MATERIALS NEEDED

- large charts
- markers
- resource sheets [Teacher Background #1-#3]

BACKGROUND INFORMATION

Curriculum traditionally focuses on the past and present with little attention to the future which encompasses most of the lives of the current students. This lesson presents several strategies for forecasting the future and for applying information to open-ended settings and conditions.

INITIATION (Inquiry, Preview, Involvement)

1. Head a large chart with the phrase, "T-K-W Futures." Divide the chart into three columns with column headings written in bold letters: "T: I think...", "K: I know...", and "W: I wish..." (If the group is large, use three separate charts positioned somewhat apart so smaller groups can rotate.) Engage students in brainstorming any thoughts that come to mind for each of the prompts.

2. Before starting, review basics of brainstorming: (1) all contributions which are on the topic are recorded, (2) no editing is done at this stage, (3) no "put-downs" (criticisms) are allowed for any of the contributions, and (4) everyone is encouraged to participate in order to promote a feeling of ownership. Ask students to share their contributions in a normal voice until the recorder hears and adds the suggestion to the chart. To ensure that each makes a contribution and that no one person dominates, the student sits down when his/her entry is recorded and waits until all are seated before making another suggestion.

DEVELOPMENT (Instruction, Data Collection, Organization)

3. Engage students in analyzing their overall future perspectives by placing a "+" in front of entries reflecting "good future" outlooks, a "-" for "bad future" outlooks, and a "?" for those which cannot be classified. These may be additionally graphed and compared according to what we ***know***, what we ***think***, and what we ***wish*** for the future.

4. After assessing the students' overall feel for the future, apply the same process to more specific topics, such as "What is Hong Kong's future?" (Teacher Background #2).

5. Supply needed information such as current news articles to enhance background for projections.

6. Use background data to complete a grid entitled "Futuring Trends Matrix" (Teacher Background #2) which encourages an analysis of interacting trends and events.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

- Encourage students to think about controlling their futures by discussing the "Three Worlds of the Future" activity whereby they identify dominant characteristics of each world:
    - probable world: what will happen if we don't make changes
    - possible world: what will happen if we make major changes
    - preferred world: what we would wish as the best possible world for all people

  Follow with a parallel activity in which students view themselves as citizens of other places and cultures (*e.g.*, Japan, China, Korea) and identify descriptors for each of the worlds. Compare cultural perspectives and explain similarities/differences.

- Brainstorm possible consequences of events and actions with a "Consequences Corkscrew" (Teacher Background #3) starting with "What if..."

ASSESSMENT OF ACHIEVEMENT

Construct individual or group timelines divided between the past and future. Identify and record key events of the past which will continue to be influential in the future, and project events and conditions for futurists' categories of "The Five Futures": (1) now (and this year), (2) short term (1-5 years), (3) middle range (5-20 years), (4) long range (20-50 years), and (5) far future (50+ years).

Use the following rubrics for individual and cooperative group assessment of the timeline:
4 = Our products creatively incorporate futuristic principles and techniques
3 = Our products utilize futurists' techniques with limited creativity
2 = Our products are past-oriented with little imagination
1 = Our products show little or no evidence of futuristic thinking

KEY QUESTIONS

- Compare past roles of select populations (*e.g.*, women, aging groups, unskilled laborers) in East Asian countries with current and future roles in probable and preferred worlds.
- What single advances in technology, production, and distribution will contribute most directly to reaching and sustaining a high quality of life and environment in Asian countries?
- How might views of the population change about their people, places, environment and cultures within the near future? the far future?

ALTERNATIVES

(See "Extension/Enrichment" section)

TEACHER BACKGROUND #1:

K-T-W Futures: A Brainstorm Activity

Use this resource sheet as a guide for constructing class charts.

ABOUT THE FUTURE OF ________________________:					
K: "I KNOW..."		**T: "I THINK..."**		**W: "I WISH..."**	

What's your futuristic attitude?
Complete a frequency graph by placing "+" by descriptors above for "good futures", "-" for "bad futures", and "?" for unsure. Then record frequencies under corresponding letters in a chart similar to the one below.

ABOUT THE FUTURE OF ________________________:			
	K: KNOW	**T: THINK**	**W: WISH**
+			
-			
?			

Student Questions:

1. Which column above had the most positives? negatives? undetermined?
2. Explain current attitudes using the frequency table as the basis for your explanations.

TEACHER BACKGROUND #2:

Sample: Futuring Trends Matrix

In corresponding cells along the top and left axes, record prevalent trends/issues related to Hong Kong. In the intersecting cells for each of the two trends, record the probable results of the one trend interacting with the other trend. When finished filling out the matrix, have students formulate a summary statement about the trend interactions.

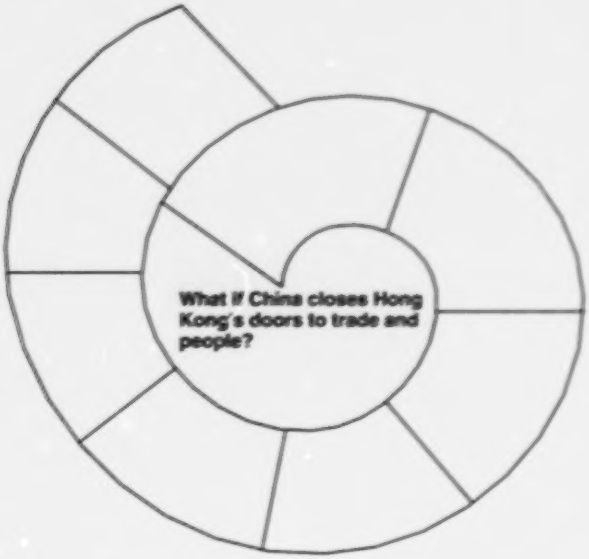
TRENDS \ TRENDS	#1: Transfer from British to Chinese territory	#2:	#3:	#4:
'A' Decreasing foreign investment in Hong Kong	*(Predicted results of interacting trends #1 and 'A')*			
'B'	*(Predicted results of interacting trends #1 and 'B')*			
'C'		*(Predicted results of interacting trends #2 and 'C')*		
'D'				

TEACHER BACKGROUND #3:

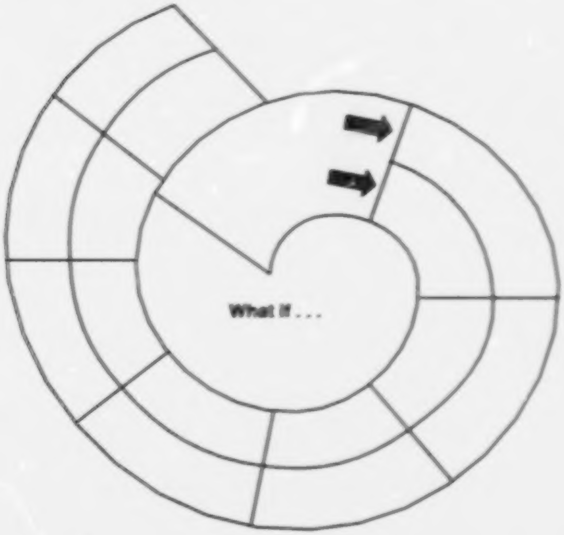
Sample: Consequences Corkscrew

Use this resource sheet as a guide for constructing a class chart.

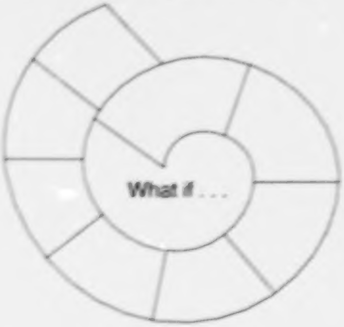
Think about the "What if...?" in the corkscrew center and record response(s) to this hypothetical question in the first cell following the question. In each subsequent cell, record the results of the previous cell until you run out of ideas.


What if China closes Hong Kong's doors to trade and people?

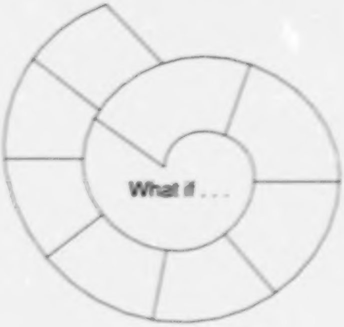
Also try a "branching corkscrew" which allows students to record more than one possible result/outcome where the branching cells exist.



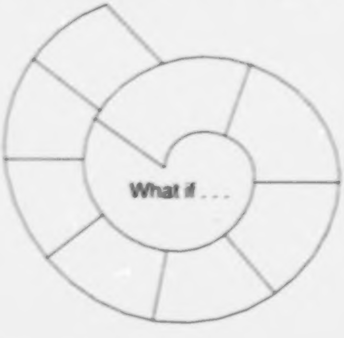
IN A PROBABLE WORLD. . .



IN A POSSIBLE WORLD. . .



IN A PREFERRED WORLD. . .



Theme

D

Chinese Literature

Francie Beville
Urey Middle School

PURPOSE

To familiarize students with Chinese values related through Chinese stories.

THEME STATEMENT

Aesthetics, Celebrations & Values (ACV): All people need things of beauty, times of leisure and celebration, and a sense of values and service in their lives.

SUGGESTED TIME

Two class periods of forty minutes each.

KEY VOCABULARY & CONCEPTS

Values, province, socialist, comrade, commune, selflessness, Red Guard.

MATERIALS NEEDED

Chinese stories and folktales such as: *Sweeping the Snow*, *Thirteen Yuan*, *Finding the Owner*, *L's Arithmetic Test*, *Money Makes Cares*, *Hsiao Hui and His Grandpa* (Student Handouts #2-5); T-chart to compare/contrast stories (Student Handout #1).

BACKGROUND INFORMATION

Values are an important aspect of all cultures and are expressed in a variety of ways. Folktales and stories are often used to reinforce cultural values.

INITIATION (Inquiry, Preview, Involvement)

1. Read the story, *Hsiao Hui and His Grandpa* (Student Handout #2), to the class.
2. Discuss the meaning of "value."
3. Divide the students into groups of three or four.
4. Have each group write a list of values that are important to them and give examples of each one.
5. Each group will share its values with the rest of the class.

SUMMARY

Adaptable Levels
Grades 4-8

Related Themes
CCC

Values
Hard work, selflessness, thoughtfulness, consideration of others, honesty

Skills
Reading, analyzing literature, making inferences, comparing, recognizing

Integration
Language, social studies, reading

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Each group will read the stories (Student Handouts #3-5) in their group.

2. Have students list values on a "T-chart" (Student Handout #1) and discuss the values related by each story.

3. Have students compare these values with their own values.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Assign students to find other folktales or stories from China. List any additional values related by these stories or folktales.
- Discuss favorite American folktales and/or books and what values are expressed by these stories.
- Invite storytellers to the classroom to present Chinese stories and folktales.
- Act out a folktale in class.
- Have a puppet show illustrating a story.

ASSESSMENT OF ACHIEVEMENT

1. Students write a paragraph about one of the values expressed in the story or by the class.

2. Compare and contrast Chinese and American values. Cite examples.

Sample rubrics for cooperative assessments:

10 = articulate; 8 = adequate; 6 = less than satisfactory; 4 = barely sufficient

KEY QUESTIONS

- What are the main values expressed in the stories?
- Why are values important?

REFERENCES & RECOMMENDED RESOURCES

- *A Children's Palace*. Center for Asian Studies, University of Illinois at Urbana-Champaign.
- Van Over, Raymond. *Taoist Tales*. New York: New American Library, 1984. (ISBN: 0452007011)
- Reps, Paul. *Zen Flesh, Zen Bones*. New York: Doubleday & Company, 1989. (ISBN: 0385081308)

STUDENT HANDOUT #1:

T-Chart to Compare/Contrast Stories

CHINESE VALUES	YOUR VALUES

STUDENT HANDOUT #2:

"Hsiao Hui and His Grandpa"

Hsiao Hui's grandpa used to be a machine operator in a coastal town in Kwangtung Province. Retired for many years, he keeps himself busy doing odd jobs for the factory, repairing things, or giving pointers to young workers.

One Saturday, Grandpa brought an old discarded cart back home and worked late into the night repairing it. Hsiao Hui was sure that Grandpa was going to use it in some "big job" for the factory the next day because it would be Sunday, and he always did extra work on Sundays.

Before daylight the next morning, Hsiao Hui heard the sound of the cart and jumped out of bed to follow Grandpa.

The factory area was quiet. Ahead of him, Hsiao Hui heard the squeak of cart wheels and saw Grandpa having a hard time pulling the cart up a slope. It was loaded with stones. Hsiao Hui ran to catch up and pushed the cart with all his might from behind. Grandpa suddenly felt the cart lighten and turned to look.

"Grandpa!" Hsiao Hui greeted him.

Startled,Grandpa laughed.

"We little Red Guards aren't meeting today so I've come to help you," said Hsiao Hui.

"Fine."

Hsiao Hui picked a pebble off the cart and tossed it toward some birds perched on a tree. As they flew off, he grabbed some more pebbles.

"Put those back!" Grandpa ordered. Surprised, Hsiao Hui dropped the pebbles on the road. Putting the cart down, Grandpa picked the pebbles up. "These small stones will be used to build an extension to our factory. How can you throw them away like that?"

"But there are lots of pebbles at the worksite. What do a few matter?" Hsiao Hui answered indifferently.

Grandpa was angry. "The workers are doing all they can, really working hard to build up our socialist country as fast as possible," he told Hsiao Hui. "You know what they say: 'Drops of water make an ocean.' If everybody brought just one pebble to the factory, they would have a big pile. And if everybody took one pebble away, the pile would disappear. I gathered these stones myself, one by one, until I got this cartload."

Hsiao Hui's face grew red. "Grandpa, these stones..."

(Continued...)

"... were all collected."

Hsiao Hui was sorry now that he had thrown the stone. He ran back to pick up the one that he had thrown at the tree. Grandpa nodded with approval.

After they took the pebbles to the worksite, Grandpa asked Hsiao Hui to help clean up the ground. The boy worked with high spirits shoveling the rubbish into the cart.

"Not so fast. Careful you don't throw any treasures away," Grandpa called out.

"What treasures? This stuff is all rubbish," Hsiao Hui wondered to himself.

Grandpa came over with an iron bar, poked around in the pile and finally fished out several bunches of cotton waste. He gently shook the dust and grit out of them. "The workshop will want these. They're good for cleaning the machinery," he said.

Hsiao Hui and Grandpa hauled the rubbish-filled cart to a ditch. The boy saw several bricks that somebody had thrown into the ditch, and he jumped down to get them. Grandpa didn't know what he was doing, but when he saw Hsiao Hui coming out of the ditch with the bricks, he smiled with satisfaction.

STUDENT HANDOUT #3A:

"Sweeping the Snow"

Lei Feng was a soldier in the Chinese army (People's Liberation Army or PLA). He was known for his love of the people, his kind deeds and his selflessness. He studied Chairman Mao's teachings and tried to live by them. He died at a young age in a truck accident while he was on duty in 1963. After his death, Chairman Mao called on the Chinese people to "Learn from Comrade Lei Feng." Lei Feng's behavior is a model that people look to in the People's Republic of China (P.R.C.) This story tells how Chinese children tried to be like Lei Feng; this story is taken from real life.

* * *

Early one morning last February, Ling Yung, a primary school student in Shanghai, woke up to discover a world of white outside. He was excited about playing in the snow. But as he looked out through the window, he saw people cautiously making their way to work along the slippery road. He thought of the paths inside the compound of his school. Someone could easily slip and fall on them. A thought flashed through his mind. He would be like Lei Feng. Without waiting to eat breakfast, he ran out to find his classmate, Hsia Chang, and the two hurried to school in the cold wind.

As they approached, they heard the swish-swish of a broom sweeping. Who was here so early? When they entered the yard, they saw Hsiao Lui, one of their schoolmates energetically sweeping the paths, sweat streaming down his face. The two boys joined him, and later, other pupils and teachers came to help. With great satisfaction, they watched their schoolmates walking to class over clean paths.

STUDENT HANDOUT #3B:

"Finding the Owner"

Lei Feng was a soldier in the Chinese army (People's Liberation Army or PLA). He was known for his love of the people, his kind deeds and his selflessness. He studied Chairman Mao's teachings and tried to live by them. He died at a young age in a truck accident while he was on duty in 1963. After his death, Chairman Mao called on the Chinese people to "Learn from Comrade Lei Feng." Lei Feng's behavior is a model that people look to in the People's Republic of China (P.R.C.) This story tells how Chinese children tried to be like Lei Feng; this story is taken from real life.

* * *

One drizzly Sunday morning last August, Wei Mao-hao, a boy who lived on a commune in Shantung Province, slung his basket over his shoulder and went out to cut grass for the pigs. On the road, he came across a black bag. Inside it were a new East Wind wrist watch, a check for 150 yuan, about 30 yuan in bills, and some clothing. There was not a soul around.

"How worried the owner must be," Wei Mao-hao thought. "As a Little Red Guard, I should find him and return the bag as soon as possible." He stood beside the road and questioned all who passed by.

An hour and a half later, he still had no clue. The rain was falling, and he was cold and hungry. "What shall I do?" he wondered. He thought of the story of Lei Feng, and how he had taken an old woman to her home in the rain. It gave him new strength. He stayed by the roadside despite the rain.

After a long while, he was two men hurrying toward him. They were searching for something. He ran to them and asked what they were looking for. They told him that a bag had slipped off their cart. Wei Mao-hao handed them the bag.

"Just like Lei Feng!" they said.

STUDENT HANDOUT #3C:

"Thirteen Yuan"

Lei Feng was a soldier in the Chinese army (People's Liberation Army or PLA). He was known for his love of the people, his kind deeds and his selflessness. He studied Chairman Mao's teachings and tried to live by them. He died at a young age in a truck accident while he was on duty in 1963. After his death, Chairman Mao called on the Chinese people to "Learn from Comrade Lei Feng." Lei Feng's behavior is a model that people look to in the People's Republic of China (P.R.C.) This story tells how Chinese children tried to be like Lei Feng; this story is taken from real life.

* * *

The day after the Tangshan earthquake on July 28, An Hai-ying, a middle school student in Shansi Province, asked her mother to mail a letter for her. It said: "I am a middle school student. Here is thirteen yuan for the people of the earthquake area. Please accept it with the good wishes of a Red Guard."

A few months later, the money was returned by the post office with a note of thanks. It said that the people's government was taking care of the people in the disaster area and that no individual contributions were necessary.

An Hai-ying had been trying to be like Lei Feng since the day she entered school. With help from her teachers, she learned to read Lei Feng's diary which had been published. She read it again and again. She knew every good deed he had done.

People noticed that An Hai-ying always thought about the collective group before herself. She realized one day that the walls of her classroom had become dirty and brought lime from home to whitewash them. When the class broom was worn out, she brought one from home. When the ceiling needed papering, she persuaded her mother to give her 200 sheets of old newspaper and three kilograms of paste flour that the family had saved for their own rooms, to use as an under-layer. She got several schoolmates to help her; one Sunday, they prepared the ceiling of the classroom.

One day, her mother said she was going to look for a pretty cotton print to make An Hai-ying a new blouse. "Let me buy it," An Hai-ying said. When she bought a less pretty one at a lower price, her mother was angry. "Lei Feng said that one's food and clothing are small matters," An Hai-ying said. "Please keep the rest of the money for me, and I'll use it for some good cause."

Her mother smiled.

STUDENT HANDOUT #4:

"Li's Arithmetic Test"

For the first time ever, Li Xiaogui received an "A" on an arithmetic test. His teacher was very pleased because Li Xiaogui was fond of playing and did not study very hard. Usually Li Xiaogui received the lowest grade in arithmetic. One day in class the teacher praised Li Xiaogui. She said, "Fellow students, Li Xiaogui's good grade shows not only that he studied hard, but it also shows that he now understands that it is important to study hard." The students applauded. Li Xiaogui dropped his head, and his face turned red.

That afternoon when Li Xiaogui returned home after school, his father hugged him and said, "Your teacher telephoned me and told me about your good grade. Good boy. I hope you continue to work hard, but you should never become proud."

His father handed Li Xiaogui a pen that he had bought for him as a reward for his good work. Li Xiaogui did not take the pen. He said, "No, I can't take it. My grade was not good."

His father began to laugh and said, "I just said that you shouldn't become too proud, and right away you act modestly. But you deserve this reward."

Li Xiaogui still did not take the pen and ran into the kitchen to help Mama prepare dinner. At dinner, Li Xiaogui did not eat well. Papa and Mama thought that he was excited about the test. They said that as a special treat he could watch T.V.

He watched a program about a boy who secretly took money from his mother's pocket to buy a toy that he wanted. When his mother discovered that money was missing, the boy lied and said he didn't know what happened to it.

After the program, Li Xiaogui said to his parents, "Papa, Mama. My grade of an 'A' is not a passing grade." His parents did not understand.

Li Xiaogui said, "I cheated on the test. I copied another boy's paper."

His parents were very angry, but they did not scold him. They only said, "We are pleased that you told the truth."

The next day, Li Xiaogui went to school very early to tell his teacher. After he told his teacher, she said, "Children of New China should not only do well in school, but they should also be honest. I hope you learn from this experience. Only if you understand your mistake and correct it will you become a better person."

When Li Xiaogui came home from school that afternoon, he sat down and worked hard on his homework. His parents had never seen him work so hard on his studies.

STUDENT HANDOUT #5:

"Four Good Friends"

Xiao Ling, Xiao Yu, Xiao Chun, and Xiao Jia were good friends. Every day they played together. They sang, danced, and played hide and seek. Sometimes they played cops and robbers or war games, but they were very gentle with one another and no one was ever hurt. But best of all, they liked to go up the small hill behind the houses and play "house." Whenever they had anything good to eat, they shared it.

On Xiao Jia's birthday, her mother gave her a beautiful toy hen. The hen pulled two baby chicks which cheeped when they moved. The hen could also lay an egg. Xiao Jia ran to tell her good friends. Her friends said, "Let us play with the chicken. Bring it to the playhouse."

Xiao Jia ran home to get the hen, but her mother said, "You are not allowed to take such an expensive toy outside. You might break the toy or use up the batteries." Xiao Jia did not want to break her toy so she said to her friends, "My hen is more expensive than your toys. You could break it or use up the batteries. I am not going to let you play with it."

Her friends said, "Xiao Jia is a stingy devil." Xiao Jia got angry. "You call me a stingy devil... I will go tell Mother." Her mother said, "Don't pay attention to them. You play with the hen at home."

The next day, her three friends came to ask Xiao Jia to come out to play. Xiao Jia said, "I am not coming out. I have my hen and chicks, and I will play with them." Xiao Jia played with the hen by herself, but very quickly, she was bored. Soon she was in a bad mood. She hated the hen and took her mother's ruler to hit it. While she was hitting it, she said, "You are not as good as Xiao Ling! You are not as good as Xiao Yu! You are not as good as Xiao Chun!"

Xiao Jia didn't speak to other people and didn't laugh much. At meals, she ate very little. Mama thought she was sick and bought her many good things to eat, but Xiao Jia didn't want anything to eat. The three friends heard that Xiao Jia was ill, and they all came to see her. Xiao Ling brought a stick and gave Xiao Jia and "injection." Xiao Yu brought some chocolate, and Xiao Chun brought some fried rice. They said, "This is special medicine." Xiao Jia took the "medicine" and felt better right away. She climbed out of bed and went outside with her friends to play house.

The next day, Mama went and bought two more toy chicks and put them in the small cart that the hen pulled. She said to the four children, "Why don't you all take the hen outside and play?" The children played very happily with the hen.

Theme
D

Creating a Japanese Rock Garden

Claudia Crump, Workshop Consultant
Indiana University, Southeast

PURPOSE

To stimulate research into the aesthetics, traditions, and natural resources used in rock gardens of Japan; to connect the role of nature to religious beliefs and practices and to everyday lifestyles of the Japanese people.

THEME STATEMENT

Aesthetics, Culture & Values (ACV): All people need things of beauty, times of leisure and celebration, and a sense of values and service in their lives.

SUGGESTED TIME

Two or three sessions of thirty minutes each.

KEY VOCABULARY & CONCEPTS

- Zen Buddhism = Japanese and Chinese school of religious beliefs asserting that enlightenment can be attained through meditation, self-contemplation, and intuition, rather than through scriptures
- principles = guidelines
- technique = systematic procedure
- elements = parts of natural and built environments

MATERIALS NEEDED

Small cardboard boxes for miniature gardens (*e.g.*, shoe boxes), sand, forks (rakes), pebbles of varying sizes, twigs, pine needles, glass pieces or aluminum foil (reflective lakes), modeling clay (bridges and sculptured elements), pictures and reference books on Japanese gardens.

BACKGROUND INFORMATION

"The gardens of Japan are works of art that use nature as a material of creation" (Keane, p.118). See attached handouts which discuss principles, techniques, and elements of Japanese gardens.

SUMMARY

Adaptable Levels
Grades 2-12

Related Themes
PPE, CCC

Values
Appreciation

Skills
Communicating, research, creating

Integration
Art, social studies, math, science, reading, literature

INITIATION (Inquiry, Preview, Involvement)

1. Quickly flash through several slides or pictures of Japanese rock gardens. Ask that students observe and "listen only" to their feelings without words. Following the visuals, orally share or record students' feelings and impressions.

2. Repeat the visuals, this time identifying principles (techniques and elements) of traditional Japanese gardens as noted on the resource sheets.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Ask each student to select a natural object (detail) and to begin building a miniature garden embodying the techniques and elements just learned. Set a time as a checkpoint on progress and a final limit for completion of the garden and a sharing of the symbolism and principles.

2. Encourage students to locate their own elements, both natural and built, for incorporating further details into the overall design.

3. Emphasize that these elements are added, one at a time, with the overall effect studied prior to adding another.

4. Incorporate the key questions below at appropriate times to stimulate thinking and summaries.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Plan a display and tour of the rock gardens with "gardeners" serving as tour guides. Maintain an atmosphere of quiet contemplation throughout the session.
- As work proceeds, ask students to continue adding to their initial list of descriptors identified when first viewing Japanese gardens and to share "the Japanese feel" through oral or written essays.

ASSESSMENT OF ACHIEVEMENT

- Throughout the process, ask each student to assess his/her own progress in applying the basic techniques and elements into the gardens.
- At the first and final checkpoint, divide students into small sharing groups to articulate and assess the use of principles, techniques, and/or elements and to make suggestions for further building and sharing of the garden.
- Students assess their performance and product with rubrics adapted from the following (select whichever items in parentheses apply to the given assessment):

  4 = (My) (our) garden truly reflects (the principles, techniques, elements) (our creativity in representing Japanese cultures)
  3 = (My) (our) garden will be improved by making the following revisions: *student explains revisions*.
  2 = (I) (our group) need/s guidance while continuing
  1 = (I) (our group) need/s immediate assistance

KEY QUESTIONS

- In creating the Japanese garden, which techniques and elements that you used best reflect what is most characteristic of the people, place, and environment of Japan?
- What did you learn about the traditional values and lifestyles of the Japanese that you admire? What did you learn that would not "fit" your lifestyle?
- Historically, what changes have occurred in the process and product of Japanese gardening? What further changes do you predict?
- How did sharing and assessing your own rock garden assist you in your creative process?

ALTERNATIVES

- Precede the lesson with an in-depth study of the principles of design common to all visual and performing arts of Japan (e.g., painting, landscaping, architecture, music, dance, drama).
- Precede or infuse the lessons by collecting and arranging a display of art elements and symbols representative of Asian cultures.
- Ask each group to select a famous garden of Japan and to analyze the setting for demonstration of each of the design techniques and elements.
- Set the stage for each session by reading selections of Japanese poetry and religious meditations.

REFERENCES & RECOMMENDED RESOURCES

The following resources are for teacher background:

- Keane, Marc P. *Japanese Garden Design*. Rutland: Charles E. Tuttle, 1996. (ISBN 0-8048-2071-6)

  Gives an in-depth treatment of gardens of Japan, including color photographs, paintings, sketches, history, locations, principles of design techniques and elements, and a glossary of plants and vocabulary.

- Kwok, Man-Ho, Martin Palmer and Jay Ramsay. *Tao Te Ching*. New York: Barnes and Noble Books, 1993. (ISBN 1-56619-617-5)

  Reveals the glory of *Tao Te Ching* in a vivid collection of ancient sayings, commentaries, calligraphy, and art works.

The following resources are for student research:

- Ohashi, Haruzo. *Japanese Courtyard Gardens*. Tokyo: Graphic-sha Publishing Co., Ltd., 1988. (ISBN 0-87040-766-X)

  Captures, in color photographs, the unique magic of timeless serene spaces in the intimate beauty of Japan's courtyard gardens.

- Ohashi, Haruzo. *Japanese Gardens of the Modern Era*. Tokyo: Graphic-sha Publishing Co., Ltd. (ISBN 0-87040-747-3)

  Offers a tour of one hundred classic garden landscapes of Japan.

- Ohashi, Haruzo. *The Japanese Garden: Islands of Serenity*. Tokyo: Graphic-sha Publishing Co., Ltd. (ISBN 0-87040-743-0)

  Visits through the camera lens the private Japanese gardens from the 18th century to present, illustrating principles of flawless design.

STUDENT HANDOUT #1:

Nine Design Techniques/Principles of Japanese Gardens

[Summarized from Keane, Marc P. Japanese Garden Design. *Rutland: Charles E. Tuttle, 1996, pp. 115-57.]*

1. ENCLOSURE & ENTRY:
In Japan, entering a group and becoming a member is an act of great social importance; thus, entries to gardens are important. Also, Japanese gardens, as well as parts within a garden, are clearly enclosed or framed, largely due to the compressed nature of an urban site as an independent work of art. Different scenes within the garden may be divided by gates, a grove of trees, or a bend or rise in the path.

2. VOID & ACCENT:
This is best described by the word "ma" defined as a space or void (physical, social or temporal) such as a punctuation of movement in Japanese dance or theater, moments of silence in music, social distance between host and guest during a tea ceremony, emptiness left in an ink painting, or expressive voids within gardens—the beauty of paucity.

3. BALANCE:
Balance is, along with "ma," one of the most important design principles that give the garden a Japanese feeling. Balance is asymmetric (no single item absolutely dominant; the eye meanders); off-centered (very few if any straight paths or axial arrangements); and based on triads (triangular shapes in flower arrangements, bonsai, and artwork). Pine trees, often used, are naturally triangular.

4. PLANES & VOLUMES:
Japanese garden designers balance plane surfaces with volumes. A flat garden of stark raked sand provides stillness, whereas fences, walls and clipped hedges frame and "divide the ground." The effect resembles cubist art and gives ancient gardens a modern look.

5. SYMBOLOGY:
Deep meaning is achieved by interweaving symbolic images for religion (triad of boulders as image of Buddha and attendants); "good fortune/long life" through images of island/mountain (solitary rock in a pond) where immortals are said to live; extended landscape images in a small area with a few representatives (boulder in a sheet of white sand for a mountain and ocean); or "life lessons" through a statuary pine symbolizing stability and longevity.

6. BORROWED SCENERY:
The visual scale of a small garden is enlarged by incorporating a distant view as an integral part of the garden. The whole effect is to pull the view forward and to link it as part of the garden.

7. *MITATE* (me-tah-teh):
This is the process of "seeing anew" or of finding a new use for an old object (a stone as a base of a lantern or mill stones as stepping stones).

8. THE PATH:
The garden path, while creating a design for the garden, also controls the cadence of motion and what is seen. A large stepping stone, following a series of small stones keeping the eyes cast downward, allows the visitor to stop and look around at a planned view of the garden from a designated perspective. The path is planned to reveal a series of scenes, alternately hidden and then visible.

9. DETAILS vs. MASTER PLANNING:
A Western garden is developed "down from the master plan," whereas the Japanese garden is designed "up from the details." Natural materials are chosen, one by one, for unique qualities, studied for balance when positioned and, based upon the effect, followed by another.

STUDENT HANDOUT #2:

Seven Elements Associated with Japanese Gardens

[Summarized from Keane, Marc P. Japanese Garden Design. *Rutland: Charles E. Tuttle, 1996, pp. 115-57.]*

1. ROCKS:

Rocks are used functionally (as fences, retaining walls, paths) and perceived artistically by designers in four ways:

- animistic: rocks contained godspirit or supernatural power; in early classic periods when gardens were usually built at a site that contained a "Spirit Rock"
- religious imagery: in sacred mountains or the Buddha triads
- painterly manner: when rocks mimic monochromatic paintings (mountains, bridges, boats)
- sculptural elements: of rocks with unusual shapes or elements (resembling animals, clothing, etc.)

2. WHITE SAND:

White sand (granite composed of white feldspar, gray quartz, and black mica) and water (oceans and rains filling rivers, lakes and waterfalls) are synonymous with Japan. Raked white sand, mimicking the rhythmic motion of waves, was first used in Zen gardens and parallels the white spaces in ink paintings.

3. WATER:

Buddhists use the natural process of water (springs from a mountain, gathering strength as it rushes into a valley and dissipating calmly into a sea) as a metaphor for human existence: birth, growth, death, and rebirth. Water also provides the luxury of a visual space, breaking a confined garden even when it cannot be entered physically.

4. PLANTINGS:

Once possessing poetic and geomantic meanings, plantings (now used as hedges, shade, and flowering accents) may range from austere gardens of medieval Zen temples to closely clipped, tight-mounded shrubbery forms.

- pines: Contain symbolic attributes of longevity and permanence (as evergreens). Japanese red pines represent mountains and femininity, whereas Japanese black pines represent seashores and masculinity because of the masculine qualities in branches and needles. Pines require maintenance (intensive pruning to recreate the shapes of natural settings, age, and size, with every needle trimmed at least once a year.
- bamboo: More likely used as a fence than a plant, bamboo is an image of resilience and the hollow trunk in ink paintings as a metaphor for the Zen principle of an empty heart.
- plum and cherry: The plum (often heavily and artfully pruned back to a gnarled old trunk with tender young shoots) and the cherry (allowed to grow fully) are symbolic of evanescence or a fading away and vanishing effect.

The classical botanical trio of Japanese plantings (pine, bamboo, and plum) represent a ranking system of three good things in descending order and reflect great happiness or bliss.

5. BRIDGES:

In gradens and paintings, bridges are both functional (physical crossings) and symbolic (links bridging the gap between two worlds—that of man and the gods) representing the passage out of the world of humans into the larger world of nature, or an ordinary plane of consciousness to a higher one.

- curved bridges: In contemplative gardens, curved bridges infer the possibility of rebirth in paradise.
- stone-slab bridges: In Zen temples, these bridges over dry rivers of sand set miniature landscapes.
- red lacquered wooden bridges: Chinese-style bridges which symbolize contemplation of nature in order to discover the inner meaning of life.

(Continued...)

6. SCULPTURAL ORNAMENTS:

Obvious sculptural ornaments are usually shunned in Japanese gardens, but sculptured elements (lanterns not for lighting, stupas or shrines, rocks, clipped shrubs and pruned pines) are incorporated for the spirit of the sculptor.

7. WALLS & FENCES:

Walls and fences are primarily used for enclosures and dividers within a garden and are designed to obstruct or reveal. Wooden fences may be roofed (narrow or spaced above) as a shield against weather. Solid earthen walls are low to provide privacy below eye level while not obscuring the view beyond. Wing fences protruding from a building or veranda lend privacy and control views. Fences and walls may be highly decorative and varied (over twenty-five varieties of bamboo fences alone, excluding the numerous varieties of wooden fences, twig-bundle fences, earthen walls, and even concrete simulations of natural materials).

Theme

D

Cooperative Kite-Making

Claudia Crump, Workshop Consultant
Indiana University, Southeast

SUMMARY

Adaptable Levels
Grades 2-12

Related Themes
PPE, CCC

Values
Appreciation, cooperation

Skills
Communicating, researching, cooperating

Integration
Art, social studies, math, science, literature

PURPOSE

To stimulate research into the aesthetics, traditions, skills and materials used in kite-making; to reinforce cooperative learning concepts and skills.

THEME STATEMENT

Aesthetics, Celebrations & Values (ACV): All people need things of beauty, times of leisure and celebration, and a sense of values and service in their lives.

SUGGESTED TIME

Two to five sessions of thirty minutes each.

KEY VOCABULARY & CONCEPTS

- aerodyne = heavier-than-air machine
- bamboo = flexible, light-weight indigenous wood
- frame = kite skeleton
- spine = backbone or longest sticks
- support spars = reinforcing traverse or cross-pieces for the frame
- lashing = cord fastings for joints of frame and spars
- bridle = one or more strings holding kite at correct wind angle
- cover = light, airtight, strong paper, cloth or mylar

MATERIALS NEEDED

- eight to twelve 40-inch bamboo rods (one for each circle). You may substitute any material which is strong, lightweight, straight-grained and flexible such as balsa, spruce, white or ponderosa pine or cypress wood strips or dowel rods, plastic or plexiglass rods, wire, old outdoor porch shade strips to be used for the circular frames and for the two cross-pieces or spars per frame. Be sure, prior to bending the frame, that you soak the wood in warm ammonia water or heat it over a candle flame.
- string for lashing ends and crosspieces of spar (duct tape may be used but adds weight).
- different colored sheets of Mylar or waxed florist paper.
- hot glue gun and glue sticks (or wood and plastic glues) for lashings and covers. Be sure to allow time for the latter to dry.

- directions and/or patterns for frame and covers
- colored markers for decorations
- compass or string and pencil for drawing circles of correct sizes
- razor blades for slitting ends of rods or short plastic tubes for inserting ends (may be precut by adult)
- variety of kite books
- miscellaneous: scissors, tape, rulers, sandpaper, rubberbands, etc.

BACKGROUND INFORMATION

The kite may be designed to be airborne or as decorative classroom mobile attached to the ceiling with fishing line and paper-clip hooks. This lesson, based on the centipede kite, may be adapted for any kite design ranging from a very simple "Cambodian Snake" to the elaborate parafoil kites by changing sizes, shapes and decorations of the head and tails. For younger students, some materials (cutting, taping and bracing the frame and attaching the Mylar or florist paper to the frame) may be prepared ahead. These preparations also make a good family-style activity.

INITIATION (Inquiry, Preview, Involvement)

1. Introduce the Chinese national holiday of "The Festival of Ascending on High" on September 9 by displaying a simple kite and/or sharing the foreword from *Dragon Kite of the August Moon* (Student Handout #1) and Dolin's *The Complete Beginner's Guide to Making and Flying Kites* (Student Handout #2). If time permits, integrate other Asian legends on kites.

2. Divide the class into groups of three to five members. Instruct each group to formulate a creative plan and construct part of a mystery kite representative of Asian cultures. The kite will take shape and character as the components are assembled.

3. Provide each group with time limits, materials and instructions (frames may be prepared ahead if time is a factor.):
    - patterns and sketches for making three or more decorated circle frames of the same or varying sizes to contribute toward an imaginary animal representative of Chinese culture
    - sticks for frames (one per frame) and spars (two per frame)
    - string for spars
    - sheets of varied colors of Mylar
    - glue for wood and Mylar
    - colored markers and patterns

4. Emphasize that the kite must be as weightless as possible to fly. Review principles of air flow and flight with older students.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Ask each group to develop a plan for cooperative work within and between groups and for constructing the frames. One group may be assigned to create a head for the mystery animal and another the tail, including the tail bows.

2. Set up and review a display of "how to" and illustrated tradebooks for reference.

3. Check progress of each group and reinforce time constraints as circular frames are assembled and decorated. Ask each group to select symbols for Asian cultures to incorporate into the designs.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

1. At the end of the first session, discuss actions that facilitated the construction process and discuss plans for the following session focused on combining segments of the animal into a kite (see "Assessment of Achievement" section).

2. Lay out each group's frames, share meanings of the symbols and colors used, and plan for the most aesthetic arrangement of the centipede (dragon or whatever) along four cords, attaching frames approximately ten inches apart. Add tassel tails or strip tails to ends of each horizontal support spar for the consistency needed to "pull" centipede frames together.

3. Fly or hang the product for manual and visual appreciation.

ASSESSMENT OF ACHIEVEMENT

- List questions identified by students under "Key Questions" below. Preceding and following each session, review current data to encourage further in-depth research and revisit questions each session.
- Ask groups and class to assess *products* with rubrics below.
- Ask groups and class to assess the *cooperative processes* using rubrics similar to those below.
- Ask individuals to write a paragraph summarizing "Key Questions" and then to compile by groups an essay representing all contributions.
- Students assess their performance and product with rubrics adapted from the following (select whichever items in parentheses apply to the given assessment):
  - 4 = Our (product) (process) truly reflects (our creativity in representing Asian cultures) (high standards of cooperation).
  - 3 = Our (product) (process) will be improved by making the following revisions: *student explains revisions .*
  - 2 = Our group needs guidance in improving our (product) (process).
  - 1 = Our group needs immediate assistance with (product) (process).

KEY QUESTIONS

- In constructing a kite which is characteristic of Asian cultures, what questions do we need to ask and research during the planning stages?
- How did cooperative groups assist the construction? How could our process be improved?
- What did you learn about values and celebrations of Asians during your research and construction stages?

ALTERNATIVES

- Precede the lessons with an in-depth study of the principles of flight.
- Precede or infuse the lessons by collecting and arranging a display of art elements and symbols representative of Asian cultures.
- Ask each group to select a different type and design for kites but limit materials to encourage cooperative sharing.
- Arrange for a kite competition as the culmination of the lessons.
- As a motivator, share several examples of Asian literature on kite making and flying (see "References and Resources" below).

REFERENCES & RECOMMENDED RESOURCES

The following resource is for teacher background:

- Tyrell, Susan. *Kites: The Gentle Art of High Flying.* Garden City: Dolphin Books/ Doubleday & Company, Inc., 1978. (ISBN 0-385-13055-4)

  Gives historical accounts of the Chinese festival of "Ascending on High" (September 9) and Asian customs of kite making and flying; includes flying and materials instructions and black-line sketches of many kite designs. This is an excellent resource for students as well as teachers.

The following resources are for student research:

- *Create-A-Kite: How to Build and Fly Your Own Kites* (A Fireside Book). New York: Simon & Schuster, 1977. (ISBN 0-671-22883-8)

  Includes colorful illustrations and patterns for 20 kite designs.

- Dolan, Edward F. *The Complete Beginner's Guide to Making and Flying Kites.* Garden City: Doubleday & Company, Inc., 1977. (ISBN 0-385-04905-6)

  Gives background and simple sketches of designs for kites.

- Nunes, Susan Miho. *The Last Dragon.* New York: Clarion Books/Houghton Mifflin Company, 1995. (ISBN 0-395-67020-9)

  Tells a story about a boy's adventures in a Chinatown community for younger children with watercolor illustrations and author's note for all ages.

- Reddix, Valerie. *Dragon Kite of the Autumn Moon.* New York: Lothrop, Lee & Shepard Books, 1992. (ISBN 0-688-11030-4)

  Following an explanation of kite traditions of Taiwan, relates the story through illustrations and words of a boy who chose to fly his dragon kite for his ill grandfather.

- Wiley, Jack, and Suzanne L. Cheatle. *Dynamite Kites: 30 Plans to Build and Fly.* Blue Ridge Summit: TAB Books Inc., 1988. (ISBN 0-8306-2969-6)

  Includes simple bulleted instructions and illustrations for design variables, methods and materials.

- Yolen, Jane. *The Emperor and the Kite.* Cleveland: Collins World Publishing Co., Inc., 1967. (ISBN 0-529-00255-8).

  A value-based story about a tiny princess for younger children with appropriate illustrations for older students interested in line and color design.

STUDENT HANDOUT #1:

"Dragon Kite of the Autumn Moon"

[Foreward from Reddix, Valerie. Dragon Kite of the Autumn Moon. *New York: Lothrop, Lee & Shepard Books, 1991.]*

The island of Taiwan (often called Formosa from 1590, when the Portuguese landed there, until the time of the Second World War) lies one hundred miles from the mainland of southern China. The custom of celebrating a special "Kite's Day" in the ninth month of the year, six days before the rising of the full moon, was probably taken to Taiwan by the Chinese, who began to settle there in the seventh century. Tradition holds that if the kites are set free at the end of the day, they will carry all troubles away with them. To avert inheriting the misfortune carried by the kites, they must be burned when they fall to earth.

STUDENT HANDOUT #2:

History of the Kite

[Excerpt from Dolan, Edward F. The Complete Beginner's Guide to Making and Flying Kites. *Garden City: Doubleday & Co., Inc., 1977, pp. 5-9.]*

Many people like to think that the kite was born when some ancient thinker saw a leaf floating in the air and wondered if he could make it fly high by attaching a length of corded vine to it. But no one really knows when or how the kite came into being. The best guess is that it originated in China and then slowly made its way throughout the rest of Asia and into Europe.

Chinese folklore abounds with legends of the kite. For instance, an ancient military leader is said to have captured a fortress with its help. After an unsuccessful attack, he flew a kite up over the fortress walls and used the flying line to measure the distance between them and his camp. Then he ordered his troops to burrow a tunnel that distance. The soldiers emerged inside the fortress and quickly overwhelmed the surprised defenders.

Centuries later, so another story goes, an emperor cleverly employed the kite as a danger signal. Though threatened by invaders, he could not keep his troops constantly on guard since they were also farmers who tended his surrounding fields. He solved the problem by flying kites from his palace walls whenever observers sighted the enemy. On glimpsing the kites, the farmer-soldiers would drop their tools and pick up their weapons.

Traditions, as well as legends, soon surrounded the kite in China. The people took to sending their kites aloft with reeds or small harps attached so that the humming and wailing sounds would frighten away nighttime intruders and evil spirits; in fact, the Chinese term for the kite—*feng cheng*—comes from the small harps and means, literally, "wind harp." Also seeing the kite as a symbol of good luck, the people decorated it with a crane or a turtle to insure long life or shaped it as a dragon to symbolize their gratitude for a prosperous year. In one ancient ceremony, the family sent a kite far into the distance on the eldest son's seventh birthday. It was then cut free and allowed to float away, carrying with it all bad luck for the child.

Of course, the kite was also flown for pleasure. Many Chinese thought that its peaceful flight aided contemplation. All saw it as symbolic of man's ever-rising aspirations.

Wherever it went, the kite became as much a source of legend as it was in China. The Polynesians told stories of ancestors who communicated with their gods on high via the kite. The Japanese cherished the tale of the thief who rode a kite to the top of a castle in an effort to steal two ornamental fish of solid gold there. The Koreans immortalized the general whose kites inspired his troops to engage and defeat an invader force; he secretly launched a number of kites, all with lanterns attached, above his camp and then spread the word that the lights in the night sky betokened the friendship and support of the gods. The people of Crete invented the myth of Icarus, the boy who donned wings of wax and flew into the sky, coming at last so close to the sun that the wings melted and he fell to his death. Many mythologists believe that the tale stems from early Cretan efforts to use the kite for manned flight.

(Continued...)

And in every new country, tradition joined the mounting legends. In Thailand, kites were flown as decorations above the royal palace and were sent aloft to invite the speedy arrival of the monsoon season, so beneficial to the nation's farming. In Japan, May 5 continues to be observed as "Boys Festival," with the day being devoted to flying kites in honor of good sons. Prior to World War II, the people on the Japanese island of Tokushima followed their old annual tradition of raising the largest kite in the world—a giant weighing 1,700 pounds and measuring sixty-five feet in diameter. Called the *Wanwan*, it was made of 2,500 sheets of paper and used ten lengths of ship's hawser, all bundled together, for a tail.

Practical work was soon added to the legends, the traditions, and the pleasures of flying. The early peoples of Malaysia and the South Pacific fished with kites made of plant leaves. Portuguese sailors of the fifteenth century sent kites up when a ship had to be pulled free of a harbor whose surrounding hills blocked off the wind. The seventeenth-century Japanese architect, Kawamura Zuiken, used kites to lift workmen to the roof of a temple under construction. In 1822, an English schoolteacher named George Pocock lashed two giant kites to a lightweight carriage of his design. The kites—one fifteen feet long in the spine, the other twelve feet—were known to tow the carriage along at speeds up to twenty miles an hour.

Here in our own country, almost a half-century before Pocock's birth, Benjamin Franklin unreeled a kite into a storm and, taking a painful shock for his trouble, proved that lightning and an electrical current are the same. The experiment marked one of the earliest scientific uses to which the kite was put. Out of the flight came new understandings of electricity and the invention of the still-in-demand lightning rod.

At about the time of Franklin's "Philadelphia experiment," as it was called, a Scottish astronomer, Dr. Alexander Wilson, determined the temperatures at higher altitudes by flying kites carrying thermometers. In the nineteenth century, English meteorologist E. D. Archibald tied anemometers to kites and dispatched them to record wind speeds at various altitudes.

Some of the most interesting work with the kite was done at the turn of our century, when experiments were in full flower to satisfy that age-old craving to fly. Some men were testing balloons, gliders, and assorted "flapping wing" machines. Others were concentrating on kites able to lift a man high, hoping that such kites would help to attain an understanding of the aerodynamic factors necessary for that miracle sure to come—powered flight. Among the aeronautical pioneers working with kites were Lawrence Hargrave, B. F. S. Baden-Powell, the telephone's Alexander Graham Bell, and the Wright brothers.

Hargrave, an Australian, first tried to build "flapping wing" machines in the 1880s and then, after several disappointments, turned to the kite. He eventually designed a model that he called the "cellular kite." It could lift extremely heavy weights, and in 1894, he sat in a sling below four of his cellulars and rode them to a height of sixteen feet. He could have gone higher but, for safety's sake, decided to come back down. The cellular has been called one of the great modern innovations in kite design. Today, we know it simply as the box kite.

(Continued...)

Englishman Baden-Powell, the brother of the founder of the Boy Scouts, is credited with the development of the first truly reliable kite system for lifting a man. He designed a six-sided kite called the "levitor". . . that, when flown in trains of four to seven, could lift a man to a height of one hundred feet or more. The "pilot" flew in a basket below the kites, with his altitude controlled by ropes extending down to a ground crew. The British government was much impressed by the levitor system and planned to use it for military observation during the Boer War. Baden-Powell and his kites—each of them thirty-six feet long—were sent to South Africa, but the fighting had ended by the time of his arrival.

For his aeronautical research, Bell developed what is known as the tetrahedral kite. Considered as much of a design innovation as the box kite, it was constructed of sticks arranged in one or more triangular sections, called "cells." Bell began in the 1890s with a one-cell model and then gradually increased the number of cells until, in the early 1900s, he was able to build the "Cygnet" (meaning "young swan"), a monster forty feet long and containing 3,393 cells. Weighing over two hundred pounds and towed by a steamer, it carried a man 168 feet above Nova Scotia's Baddeck Bay. The tetrahedral remains a popular kite to this day for those builders who enjoy trying their hand at especially odd-shaped kites.

As for the Wrights, they were especially interested in what could be done to control an aircraft when it was struck by sudden gusts or up- and down-drafts. As they saw the problem, the pilot was helpless to do more than shift his weight and hope for the best. And so they began a study of soaring birds and soon found that such fliers as hawks and buzzards twist their wing tips to control flight. The brothers achieved a similar control in 1899 with a "warping kite," a kite whose surfaces could be changed to meet varying wind conditions. Armed with what they had learned, the Wrights then built their first "flying machines" and went on to Kitty Hawk, North Carolina, for their historic flights.

Once powered flight was here, interest in man-lifting kites dwindled. But the kite men could be content that their studies had helped pave the way to the airplane. As for the kite itself, it continued to do yeoman's duty. With a camera attached, it flew above San Francisco and took a series of historic pictures of the devastation left by the great earthquake and fire of 1906. In its box form, it was sent aloft from weather stations throughout the world to make meteorological observations, a job that it held until replaced by the airplane and the weather balloon in the 1930s. In one of its latest designs—the para-wing—it has led to the development of the "flying jeep" (an experimental craft capable of hauling loads of 1,000 pounds for short distances), the para-glider for bringing astronauts back to earth, and the free-floating aircraft responsible for one of today's most popular sports—hang gliding.

But, most important of all, the kite has continued to do, in our century, the work that it has always done best. It has continued to bring pleasure to countless builders and fliers of all ages, of all occupations, and of all countries. Hopefully, you are the newest addition to their ranks.

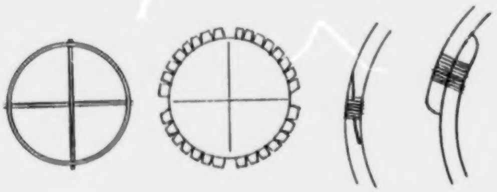
STUDENT HANDOUT #3:

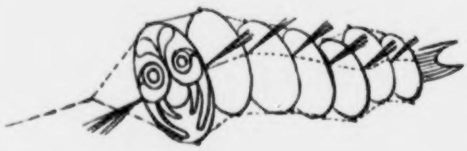
Instructions: Caterpillar/Dragon Kite (Version 1)

[From Dolan, Edward F. The Complete Beginner's Guide to Making and Flying Kites. *Garden City: Doubleday & Co., Inc., 1977, pp. 137-8.]*

MATERIALS:
- seven bamboo framing strips ($^{1}/_{8}$" x 48")
- fourteen dowel braces ($^{1}/_{16}$" x 16")
- cover and tail material
- working equipment

The caterpillar kite is sure to dazzle your friends, just as it has been dazzling the people of Asia for centuries. It consists of a series of disks connected by lengths of string. The disks ripple as the wind strikes them, giving the impression of a great caterpillar inching its "up-and-down" way through the sky.





Your first job of course is to fashion the disks. Shape each bamboo strip into a circle and reinforce it with two crossed bracing dowels. As shown in the illustration, each circle may be completed in either of two ways—by overlapping the ends of the strip or by shaving the ends into points whose flat sides meet.

Cover each circle with a paper disk. Let each cover have a 1" overlap that is divided into tabs 2" or 3" wide for neat folding. The disks are then connected to four lengths of string that run the length of the "caterpillar's" body; the disks should be set at 12" intervals along the strings. Last, a tail should be cut to the shape shown in the illustration and attached to the seventh disk.

The kite is flown with a two- or four-leg bridle. The front disk is usually painted with a happy face. Alternately placed disks of green and silver give a fine "caterpillar" effect. Reeds from a broom add a nice effect if attached in small clusters to either side of each disk.

The kite may be transformed into the traditional Chinese dragon, one of the largest of kites flown in Asia, by making each disk successively smaller all along the length of the body.

Though seven disks have been used here, you may add as many as you wish to the caterpillar or the dragon. Some dragons run to a length of fifty feet or more and require a team of men to get them into the air.

STUDENT HANDOUT #4:

Instructions: Centipede/Caterpillar Kite (Version 2)

[SOURCE: Wiley, Jack, and Suzanne L. Cheatle. Dynamite Kites: 30 Plans to Build and Fly. Blue Ridge Summit: TAB Books Inc., 1988.]

This kite is a series of flat kites linked together with strings. The same basic kite can be either a centipede or a caterpillar, depending on how you paint and decorate it (see diagrams next page).

FRAMES:

- Eight separate ring frames are required. Each frame is the same and requires three bamboo sticks. It is important to have the frame as light in weight as possible. Therefore, you will need to use bamboo strips that have the smallest cross-sectional size compatible with adequate strength.
- The longitudinal and cross sticks are 15 inches long and, for the 12-inch diameter circle, you will need a 40-inch-long stick.
- To make a frame, mark the center point on both the longitudinal and cross stick (see figures).
- Glue and bind the sticks together.
- Form a 12-inch diameter circle from the 40-inch-long strip.
- Splice the ends of the strip together as shown in the figures.
- Glue the joint and lash it with string.
- Glue the ring and lash it with strings to the longitudinal and cross sticks.
- Repeat for the other seven frames.

COVERS:

- A separate cover is required for each fame. You can use different colors for each frame or make them all the same color. Mark the pattern in the figure on the covering material.
- Cut the covering material to the pattern, using the appropriate method of joining, to form the sleeves and hems. Repeat for the other seven frames.
- Attach the covers to the frames with the circle sticks passing through the sleeves.

ASSEMBLING THE KITE:

- Link the frames together ten inches apart, on four strings.
- Tie the strings to the longitudinal and cross sticks outside the circle frames.
- Use a two-string bridle on the forward, or face, kite. The upper attachment is to the longitudinal stick above the upper circle stick attachment; the lower attachment is to the longitudinal stick below the circle stick attachment.
- Tie the other ends of the strings in a loop or to a small plastic ring.
- You can add a single tail to the last circle form.

VARIATIONS

- Instead of one tail, you can add small decorative tails or streamers to the ends of the cross sticks of each frame (see figures).
- You can use circles that are six inches or less in diameter to three feet or more. You also can vary the number of frames you use. Keep in mind, however, that the more rings you use, the more difficult it will be to fly the kite.
- A popular variation uses progressively smaller ring diameters to form the kite. Another choice is to place the rings progressively closer together. This method works well when progressively smaller rings are also used.
- You can use long cross sticks with the ends extending well beyond the edges of the rings. You can extend the longitudinal sticks in the same way.

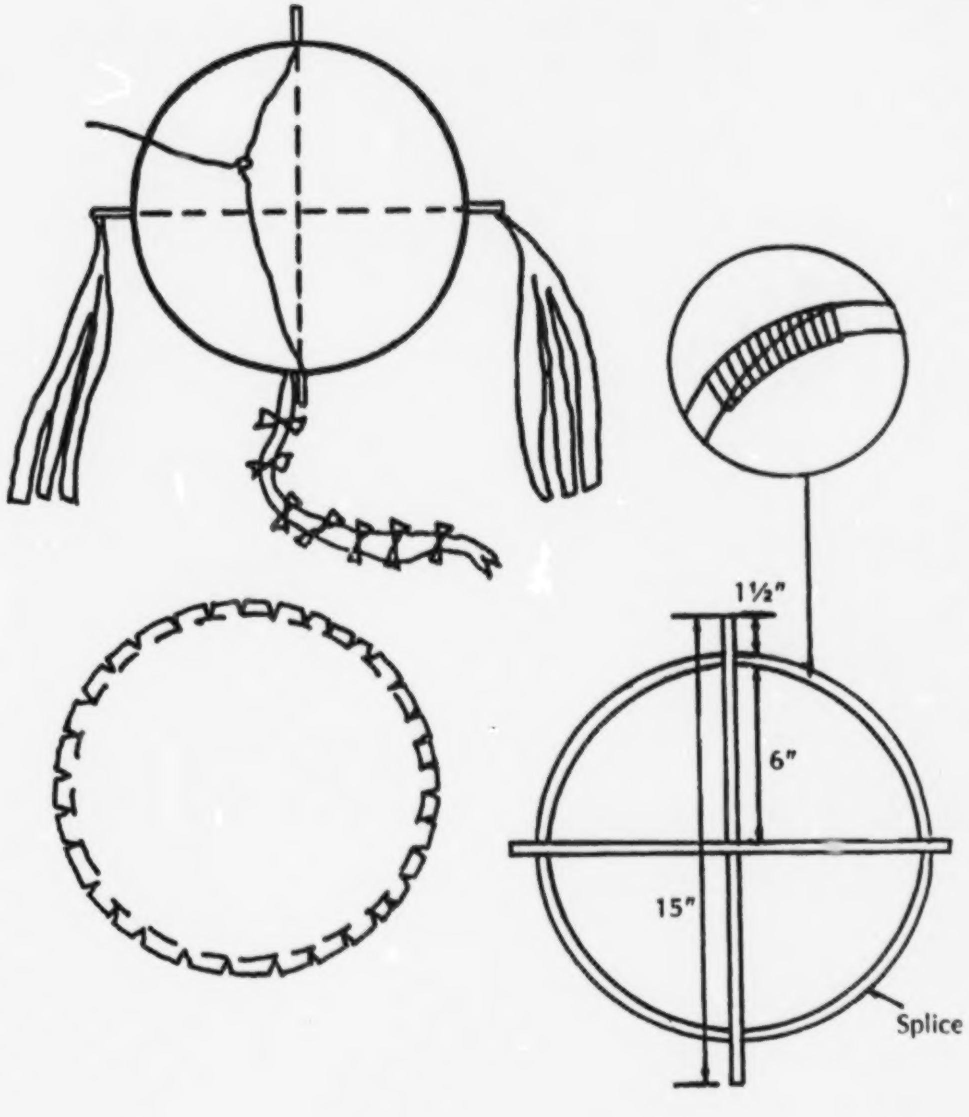


FIGURE #1 - #4:
Illustrates the different components of the centipede/caterpillar kite as described in Version #2.

Theme

E

Communes in Communist China

Tami Kaiser-Polge
Cary Academy

SUMMARY

Adaptable Levels
Grades 6 - adult

Related Themes
PPE, TPDC

Values
Team work, industry, achievement

Skills
Decision-making,
reading charts and timelines

Integration
Social studies, math, economics

PURPOSE

To simulate life in a commune so that students have some understanding of the positive effects of the system as well as why the system was inefficient and flawed.

THEME STATEMENT

Institutions, Power & Government (IPG): Institutions and leaders control and influence individuals and culture.

SUGGESTED TIME

Sixty minutes.

KEY VOCABULARY & CONCEPTS

Free market versus planned market economies.

MATERIALS NEEDED

- sheets of paper with rice plant sketches (Student Handout #1)
- colored pencils
- scissors

BACKGROUND INFORMATION

The teacher should read about communism and economic policy in communist China (including Teacher Background #1 and #2) as well as reading the simulation instructions. Familiarize yourself with the charts and timeline which supply background information about communes.

INITIATION (Inquiry, Preview, Involvement)

Students should read background information (including Student Handouts #2 and #3). Excellent background readings are provided on Indiana University's East Asian Studies Center's web site in the workshop lessons on China for teachers. By looking for other relevant web sites, students could also research economics and recent events in Southeast and East Asia. Teachers may also want to adapt portions of an additional lesson (Supplemental Activity #1) to introduce students to rice from a comparative cultivation perspective.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Divide the class into groups of 3-7 students and tell students that today they will be farming in communist China. It is important that the groups be different sizes; later students may comment that it was an advantage to be in a bigger family. This is an important point!

2. Give each group a basket into which they are to put their "farm products." Explain their farming procedure which is to color the pictures of rice plants with colored pencils, then cut each plant out, and then put it in their group basket.

3. Tell students that you will be paying them production points at the end of each harvest round which will transfer into percentages of each "crop" and that in return for their production points, they can "buy" food to eat.

4. Quietly tell one group not to work to hard (or try to let this happen naturally) in order to simulate a "lazy" or less motivated family.

5. Have each round ("season") be about 5-10 minutes and tell students they will be farming for several seasons (you can decided how many seasons). If anyone leaves the room (*e.g.*, goes to the bathroom), they will not be paid.

6. Start the timer for the first round and have each group get started while you slowly pass out materials such as colored pencils and scissors; you can later explain this as a "variation in fertilizer" for each group.

7. As you walk around, please note if "Comrade ________" is not working hard.

8. At the end of the round, collect baskets and distribute production points. All group family baskets are combined into one giant class village container for counting. All students who were present during the round and "worked the days" will receive production points which have 10% written on them (you could set up different payments as in the extension activity below). These points are redeemable immediately for candy pieces. The way to decide how much candy to give each student is to count out the rice plants and then count out an equal number of candy pieces. Next, each student gets a percentage of the candy crop. (The candy does not need to be their favorite consumer good!)

9. Conduct another round. This time at the end of the round, tell the class there was a drought and take away half of their crop. I would suggest, though, at the very end of the class period, that you might give them better candy as you say goodbye.

10. Be sure there is ample time for debriefing after the simulation. Discussion should focus on how the simulation reflects aspects of communes (see Key Questions below).

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- An option during the activity is to assign students to simulate (1) workers who are injured (*e.g.*, a broken arm) or (2) parents and have to hold a baby while coloring and cutting their rice plants.
- Another extension to the simulation would be to pay girls less (women worked a ten-hour day for a production point and men worked an eight-hour day for a production point,
- You could also spend more time presenting information on rice and other East Asian staple crops. Rice is not grown in all regions of China.
- Another variation of the simulation would be to have students spend a portion of food each time on buying supplies and or equipment like scissors that could mechanize the agriculture.

ASSESSMENT OF ACHIEVEMENT

The debriefing and discussion should help you assess the level of student understanding. At the end of the period, you could have each student write a one-page diary entry describing the day of a worker in a commune.

KEY QUESTIONS

- Did you find that your rice crop went up or down in size after the first season? What was the general work habit pattern among the workers? How did you feel about the "lazy family team"? Did others lose the incentive to work?
- Did you have any difficulties farming? If so, what were they? What would have made it easier or better for you to carry out your farming?
- Did you have a worker in your group that relaxed a bit? Have you ever experienced frustration working in a group because not everyone worked hard?
- How did you feel about the candy goods? Would you have worked harder if you could have acquired better candy for your own individual work? Did your own work improve as you became more experienced after each season?
- How did the girls feel about being paid less (if they were paid less)?
- How did you feel about running out of materials and getting fertilizer late?

Cooperative grouping and team goals are important and can help you complete a task, but it hurts the group to have people that do not work hard. The Chinese found it more efficient to allow people to divide up the land and then profit from whatever they grew. In this way, they had more of an incentive to work hard. Make sure that you discuss negatives about capitalism as well; note that students who experience a disaster are going to be in need of a supportive community. To learn more about China, have students watch the PBS video, *Born Under the Red Sun*.

ALTERNATIVES

Try this as a similar lesson/simulation about factory workers.

REFERENCES & RECOMMENDED RESOURCES

- Dudley, William, and Karin Swisher, eds. *China: Opposing Viewpoints*. San Diego: Greenhaven Press, 1989. (ISBN: 0899084397)

  An excellent resource and addition to a library. Several chapters are devoted to the debates over Chinese economic development. The book develops critical thinking skills and enhances the ability to comprehend complex arguments.
- Brown, Christopher L., Project Editor. *East Asia in Transition*. Atlanta: Southern Center for International Studies, 1996.
- *Economic Choices: China After Mao*. Stanford: Stanford Program on International and Cross-Cultural Education (SPICE); tel.: (800) 578-1114.

  A very readable and useful resource which examines free market and planned economic systems against China's effort to develop. It introduces economic concepts using slides and student readings, and includes background materials for teachers. In addition, it introduces students to the use of statistics in understanding development.

- Hinton, Carma. *Small Happiness: Women of a Chinese Village.* New York: New Day Films. Produced by Richard Gordon, Kathy Kline, and Daniel Sipe; a production of the Long Bow Group, Ltd, Wayne, NJ. 1984. (58 min)

  A documentary which investigates the conditions of life for Chinese women from the past through the mid-1980s. (NOTE: As always it is important to ***preview this video ahead of time*** for appropriateness and so that you can prepare your students.)

- Hinton, William. *Fanshen: A Documentary of Revolution in a Chinese Village.* (video)

- Mukai, Gary. *U.S.-Japan Relations: The View from Both Sides of the Pacific. Part II.* Stanford: Stanford Program on International and Cross-Cultural Education (SPICE), 1994; tel.: (800) 578-1114.

- *Rural Development in China.* Stanford: Stanford Program on International and Cross-Cultural Education (SPICE); tel.: (800) 578-1114.

  Explores the role of agriculture in developing countries with specific focus on China's post-1949 rural development, including a look at the commune, the concept of redistribution and responsibility system.

- http://www.askasia.com

  The Asia Society's web site is a good place to start locating information and resources on China and other parts of Asia.

- http://www.easc.indiana.edu

  The East Asian Studies Center at Indiana University supports a web site with many different teaching resources useful for educators as well as students.

- http://www.state.gov/www/background_notes/china_1196_bgn.html

  The U.S. Department of State publishes Background Notes on the web which provide information on geographic entities and international organizations; they are updated periodically.

SUPPLEMENTAL ACTIVITY #1:

Rice: The Global Crop

This unit provides an excellent supplemental activity to enhance the preceding simulation. Although it deals largely with rice as grown in Indonesia and California, a similar comparative lesson can be created for China and other East Asian countries. This mini-unit was developed by Nancy Van Ravenswaay. Only a portion of the unit is replicated here; the unit is available in its entirety on Asia Society's web site: http://www.askasia.org/frclasrm/lessplan/l000008.htm.

Materials:

- Samples of different varieties of rice (example: long grain, short grain, brown, unmilled) in sets (laminated or in small resealable bags for student viewing).
- Unusual varieties can be ordered from: Rube's, St. Lawrence Market, 91 Front St. East, Toronto, Ontario MSE 1C3, Canada
- A sheet of paper, or cards, with descriptions of the rice samples (made by teacher to correspond to samples)
- Appropriate handouts (not all are reproduced here, but are available online)

Introduction:

Rice, a member of the grass family, along with wheat and corn, is one of the three crops on which the human species largely subsists. The distribution of people and the basic grain they consume is one of environmental determination, dating to the agricultural revolution of pre-history with redistrubutions in the last few centuries. Cultural universals, economic, political and religious, have been affected in many ways by the basic food source of the culture involved. "You are what you eat" might be translated into "a culture reflects what its people eat." Rice growing is also a contemporary issue, because of the need, in nations where "rice is life" to increase rice production to keep pace with population increases.

These materials are intended to give students an introduction to cultures other than their own, via a comparison of rice cultivation in Asia and in California, and how these cultures have been influenced by their grain crop.

Objectives:

Through these activities, students will be able to:

- Observe differences in rice varieties.
- Understand the uniqueness of the rice plant and how it grows.
- Compare rice growing in Indonesia and California, observing the steps common to the process everywhere.
- Learn the terms land, labor, and capital.
- Comprehend the concepts labor-intensive and capital-intensive.

Teaching Time: 2-3 class periods

(Continued...)

Procedure:

Introductory Activity:

1. Divide class into groups of four. Give one set of rice samples and sample descriptions to each group. Have the students match the samples to the descriptions.
2. Brainstorm with the students everything they know about rice. Record responses on the chalkboard (varieties, food dishes, where grown, how grown).

Activity 1:

1. Give students *The Rice Plant* (Handout #1; available online). Use the transparencies of the rice growing process and introduce the parts of the rice plants and the growing process. Have students label the parts of the rice plant on their papers. Ask students for differences between how rice grows and how other garden or house plants grow (the amount of water). Where would be good places to grow rice? (near rivers or in rainy climates)
2. On a world map or globe locate the rice growing regions in the United States (along the Mississippi River and gulf coast into Texas, and in California). Also locate the rice growing areas of Asia (Japan, southern China into India, Southeast Asia). In Southeast Asia identify the country of Indonesia, and specifically, the Island of Java. Discuss the physical and climatic reasons for rice growing in these areas.

Activity 2:

1. The students read *At Work in the Rice Fields* (Handout #2; see next page) as an introduction to rice growing and culture in Indonesia on the Island of Java. Before reading, review the vocabulary words. After reading, discuss similarities and differences between students and Ali's experiences with plant growing.
2. Compare the way rice is grown in Indonesia and in California. To half the groups give a set of *Indonesia Rice Growing* pictures and a set of descriptions (Handout #3a; pictures available online), to the other half give the California picture set and descriptions (Handout #3b; pictures available online).
3. Have each group match the pictures to the descriptions and put them into a logical sequence.
4. Have the Indonesia groups and California groups meet to compare and discuss picture sequences and make a final determination of order. One representative from each side meets with the teacher to verify sequence. If the sequence is incorrect, point out discrepancies.
5. Once the sequences are correct, have the students return to their original groups.
6. Pair Indonesia groups with California groups to have each group show its picture sequences and explain rice growing in its country to the other group.
7. From the class, elicit and list the important steps of rice growing common to both Indonesia and California.
8. Make a list of the differences in the way rice is grown.
9. Discuss the differences between rice growing in Indonesia and California and the meaning of labor-intensive and capital-intensive production. Examine land as a natural resource, noting the amount of labor required in each instance, and consider the cost of investing in the machinery used in rice growing in California. The terms technology and "appropriate technology" can be introduced as well.

(Continued...)

Focus Questions:

- What is the major, single difference between them? (Machines)
- What is necessary for farmers to acquire machines? (Money, Capital)
- In which areas are there more people to be seen? (Labor)
- What problems would occur if the Indonesians would begin using heavy machinery? (Paddies too small, people unemployed, raising capital to purchase the machines).

10. Culmination: To demonstrate understanding, the students write a story about rice growing from the perspective of a child living in a rice-growing family in either Indonesia or California. In this story they must tell about their role in caring for the rice plants during the growing process, and why that role is important to the growth of the plants.

[A teacher resource of information: "Facts About U.S. Rice" from the Rice Council, P.O. Box 740123, Houston, Texas 77274. Telephone: (713) 270-6699.]

* * *

The Sutomos in the Village of Salam, Java (Handout #2)

by Kathryn Glazier

VOCABULARY:

- *kampung* = village
- *paddy fields* = English term for wet (flooded) rice field
- *sawah* = Indonesian term for wet (flooded) rice field
- *selamatan* = celebratory feast

At Work in the Rice Field

It is 6:30 a.m., and the sun throws all its light on the roadway for Ali Sutomo and his sister Fatmawati to find their way to work. Ali rides his bicycle past the *kampung* of Salam to the paddy fields that lie banked and terraced in patchwork patterns right up to the slopes of Mt. Merapi. Ali is seventeen and feels happy today when he sees the young shoots of rice shine so green in their watery fields in perfect harmony with nature. The tiny rice plants had been set out in groups of three and tied upright in the wet *sawah* by the women. This crop, from a new variety of high-yield dwarf rice that his father and the other owner-farmers planted, is an experiment. The *kampung* could not feed itself from the normal yield of rice and this imported variety promises three times the yield but requires expensive nitrogen fertilizers, chemical insecticides, and multiple cropping. It took many evenings of discussion before the farmers reached a consensus and agreed to cooperate in growing the new miracle rice at the second planting this dry season.

Today Ali will work at breaking up the large chunks of volcanic soil in a section of field being prepared for flooding and planting. He parks his bicycle on a high ridge of ground; speaks briefly with his father Pak Yusuf; and adjusts his plaited, conical hat as he steps barefoot into the warm, sticky field. The brilliant sun will soon wet his sweatshirt and shorts as he works his

(Continued...)

hoe in a lift and chop rhythm. But work will end early this special day. The government rural development office in Yogyakarta is sending a field officer to advise the farmers to try rotation of soybeans with rice. After that the *kampung* will hold a *selamatan* to celebrate the event.

* * *

PICTURE DESCRIPTIONS: RICE GROWING IN INDONESIA (Handout #3a):
[Pictures are available at: http://www.askasia.org/image/photos/tabi107.htm]

PICTURE 1: PREPARING THE *SAWAH* (wet rice field or paddy)
Using mattocks (heavy hoe-like implements), the men break up the mostly volcanic soil into large clods which will soften and dissolve in the water.

PICTURE 2: CULTIVATING THE *SAWAH*
The water buffalo pulls a harrow through the flooded *sawah* (Indonesian name for wet rice field or paddy). The harrow levels the soil surface and makes a smooth bed for rice seedlings to be planted and makes water depth the same throughout the *sawah*.

PICTURE 3: THE SAWAH READY FOR PLANTING
Small bundles of green seedlings, lined up along one edge of the *sawah*, are being transplanted from specially fertilized beds. Notice the slight rise in elevation between each *sawah* from foreground to back. Looking closely, you can see water trickling from a *sawah* to the one in front.

PICTURE 4: PLANTING THE RICE SEEDLINGS
Women plant the seedlings one at a time, spacing them a hand span apart. (A hand span is the distance from the thumb to little finger when the fingers are spread apart). These women worked for four days to plant this single *sawah*. A few days later, a man will walk through the fields casting handfuls of fertilizer to cover the fields. As weeds begin to grow, men will go through the paddy pulling them up and burying them beneath the mud, where they also act as fertilizer as they decay.

PICTURE 5: THE RICE GROWS AND MATURES
Shown here in terraces, the rice has grown and branched out (called tillering), developed seed heads, and soon will be ready for harvesting. Lower on the hillside are several *sawahs* that are flooded and waiting to be planted. In some countries, like Bali, the rice is planted first in the highest fields. After the water is used it is allowed to flow downhill where the lower terraces then use it.

PICTURE 6: HARVESTING THE RICE
A woman holds a small knife (called *ani-ani*) in her right hand, concealed to not frighten the rice plant. Each stalk is cut individually and transferred to her left hand. When enough has been cut to make a small bundle, it is stacked for later threshing. Traditionally, the person doing the threshing received one stalk from each bundle.

(Continued...)

PICTURE 7: THRESHING THE RICE
The rice seeds are separated from their stalks and husks (chaff) by being ground underfoot. (Sometimes the bundles are beaten by hand). Next the rice will be tossed in a wide, flat basket to let the wind blow away the light-weight chaff.

PICTURE 8: DRYING THE RICE
Rice is spread out on canvas along a village street to evaporate remaining moisture (about 20 percent of its weight).

PICTURE 9: POUNDING THE RICE
A woman pounds the unhulled, dried rice with a log from a palm tree (as a pestle) in a stone bowl (mortar). This wears off the brown hull so the rice may be cooked and eaten. If pounded more, rice flour is produced. Sometimes several women pound rice in a log trough side by side.

PICTURE 10: SELLING RICE
Although most rice is stored unhulled in the household or village until needed for food, some rice is sold in the open market. Baskets of rice, in various stages of hulling, are offered for sale.

* * *

PICTURE DESCRIPTIONS: RICE GROWING IN CALIFORNIA (Handout #3b)
[Pictures are available at: http://www.askasia.org/image/photos/tabi25.htm]

PICTURE 1: PREPARING THE CHECK (rice field)
A tractor pulls a moldboard plow (its shape turns the soil over) to turn under a crop of vetch, a crop planted after the last rice crop. It will compost and act as fertilizer, adding nitrogen to the soil. The rice field is called a "check" and can be either rectangular or follow the contour of the land. Rice grows best in clay soil, which softens under water but doesn't let more water drain through once it is saturated. This keeps water on the surface for the rice plant to grow in.

PICTURE 2: LEVELING THE RICE CHECK
Tractors and dirt loaders are used to level the surface of the rice check so the water will cover the surface to the same depth over all. The tractors are controlled by a separate machine which uses a laser to find high and low spots. Each check is tilted slightly so water will flow continuously through the field, assuring that oxygen is present is the water around the plants. Although this machinery is very expensive, the job needs to be done only about every five years.

PICTURE 3: SEEDS ARE READIED FOR PLANTING
Rice seeds are soaked in large bins so they will sprout soon after planting. Sometimes the seeds are coated with fungicides (to prevent the growth of fungus) or coated with elements to improve the acid level of the soil. In the background are white tanks holding fuel to run the machines used in rice growing.

(Continued...)

PICTURES 4a & 4b: SOWING THE RICE

The rice checks have been flooded through a system of canals which bring water from a nearby river. The rice is seeded from an airplane, which sows a thirty-foot wide swath before returning for reloading from a funnel moved into position by a truck. Two planes alternate in the landing-refilling-taking off process, which takes three minutes.

PICTURE 5: CARE OF GROWING RICE

The growing rice is treated periodically with pesticides and herbicides to kill insects and weeds. The rice is kept flooded with 6-8 inches of water until just before harvest, when the clay soil of the check dries very quickly.

PICTURE 6: HARVESTING AND THRESHING

A harvester (or combine) both cuts and threshes the rice. It cuts a 20-foot wide swath of rice, then separates the rice kernels from the stems (straw), and the husks from the kernels (chaff). The combine feeds the rice into a tractor pulled carrier, which will take the rice to a truck on a nearby roadway. The combine also chops up the rice straw and deposits it onto the field behind it. Later the straw will either be burned off or ploughed under before the next harvest.

PICTURE 7: DRYING THE RICE

Rice is put into wide, shallow bins, which move up, over, and down a height of three stories as hot air is blown over them. When harvested, rice contains 18-26 percent moisture. It is dried to about 14% moisture, to help it keep for storage.

PICTURE 8: RICE STORAGE

After being dried, the rice is loaded into bins on a truck to be moved into the tall silos of a warehouse. In the warehouse it will be kept at a controlled temperature to maintain its quality.

PICTURE 9: MILLING THE RICE

The rice is milled in a storage warehouse and rice mill, where machinery controlled by computers removes the brown hulls from the rice. The large building shown in the picture is owned by a cooperative of rice farmers who share the cost of operating it.

PICTURE 10: SHIPPING THE RICE

About 55 percent of California rice is sold in the U.S. and its territories, where it is mostly used for food. The remainder is sold on the world market. Short grain rice, preferred in Asian markets, grows well in California. The ship is loading rice at the Port of Sacramento into a Korean merchant ship.

TEACHER BACKGROUND #1:

Economy of China

[From section ten of China: A Teaching Workbook *developed by the East Asian Curriculum Project at Columbia University. The workbook in its entirety is available at the East Asian Studies Center's web site: http://www.easc.indiana.edu]*

China is a developing country, with a small amount of arable land and an extremely large population. The goal of Chinese leaders has been to reverse the ratio of employment in agriculture to employment in the urban sector (currently 4:1). At the start of reforms, in 1978, approximately 800 million people were employed in agriculture while only 200 million were employed in urban areas. This means that if successful in the twenty-first century, 80% of China's population will be employed in industry and services.

In order to achieve economic modernization, the Chinese government after 1949 has sought to find a way to squeeze surplus out of the countryside (where 80% of the population live), and turn it into investment for industry. Leaving it to the market was thought to be slow, inefficient, and inequitable, so the commune system of collectivized agriculture was implemented in the 1950s as one solution to the problem. Although the commune system did allow the state to extract the maximum surplus from the countryside, it was ultimately judged inefficient, with major disincentive effects, and abandoned; at times it was disastrous with widespread famine occurring, such as during the years 1959-62 at the end of the Great Leap Forward. Mao Zedong laid great stress on the need to adapt Marxism, a Western ideology, to the Chinese context; this led to the development of "Maoism" or "Mao Zedong thought."

China today continues in its effort to maximize agricultural output while controlling population—China feeds approximately 1/5 of the human race on only 7% of the world's arable land; with a population five (5) times that of the United States, it has only 1/2 as much land suitable for farming as does the U.S. Under agriculture reforms instituted in the 1980s, farming is now contracted to individual peasant families who are encouraged to increase their output through market incentives. The simultaneous expansion of rural industry is designed to absorb agricultural labor, which is rendered unnecessary by more efficient techniques of production, and to provide additional sources of income, while individuals are encouraged to farm larger and larger tracts of land. Emphasis on strict control of population growth is closely related to these policies. The new agricultural policies have been successful in raising output, but the return to family farming works against population control.

One of the reasons that China's economic reforms of the 1980s have been so successful in raising output is the almost instantaneous re-emergence of the traditional Chinese market system. Local periodic markets, free markets, the use of brokers, local forms of credit, networks of "merchants" and handicraft producers have all re-established themselves beside the large-scale state-run industries, the smaller rural cooperative industries, and the dynamic, fast growing sector of small private enterprises. Even local towns are growing and becoming more prosperous as the government once again permits rural people to move to urban places, or at least to small urban places. (Permanent migration to large cities is still prohibited because the government fears loss of agricultural work force and difficulties in feeding a large urban population, though there has emerged an extremely large (50 million people) floating population who live in the cities illegally. In the mid-1970s, Zhou Enlai argued that the keys to China's modernization were the development of agriculture, industry, defense and science/technology referred to as the "Four modernizations."

In the mid-1980s, China moved the reform effort from the rural areas to the urban areas. Following the thrust of reforms in the countryside (decentralization of decision-making power), the government sought to introduce market mechanisms (such as the use of supply and demand to determine prices, and measures of efficiency such as profit) to guide decisions in the large factories. They even went so far as to enact a bankruptcy law in China.

(Continued...)

But industrial reforms have proven more difficult than agricultural reforms. Since the establishment of the PRC there has been very strict central control over industry, but now the government is experimenting with loosening some of that control.

State control of industrial development and state regulation of prices are supported by the structure of Chinese economic and political life which are difficult to change. State control of prices impedes the workings of the free market reforms, however. Artificial prices are set for agricultural products to keep food prices in cities low. This discourages farmers from growing more crops. It also helps create a dual economy, one in which some goods are available for less in state stores, but one in which farmers also sell some goods independently on the streets, at a price the market will bear. This also applies to raw materials, and it is not hard to imagine how local officials with contacts to getting cheap raw materials, resell them at higher prices to industries desperate for these materials. At the same time, fear of taxation by the rural populace in an environment in which the central government has devolved power to the local level leaves the local government, as in the past, without regular and adequate funding. These factors are partly the reason for the rising corruption in China today.

The partial nature of decentralization in the urban areas, meant to give more autonomy to the enterprise in making business decisions, has contributed to the growing corruption and confusion over the nature of the Chinese system as it rests uneasily between a fully planned system and a fully free one.

The persistence of the ideal of state management of society presents a potential obstacle to development. Government in China is still viewed today as responsible for people's welfare and for solving people's problems. Mao's concern with grain production and grain procurement, to ensure adequate supplies of staple grains to feed the entire population, was in part responsible for economic dislocation and famines in the 1960s. (Forcing regions to be self-sufficient in grain means even areas less suited to grain grow it and areas suited to commercial crops do not grow commercial crops.) As in the past, a fear of grain shortage in the late 1980s created constant pressure for maintenance of state grain quotas and demands for regional self-sufficiency.

The result is an unsatisfactory stalemate between the local levels and the center, with a reduced ability by the Chinese Communist Party to control the development of China using macro-economic levers. But, at the same time China does not have any real market mechanisms to control development. In addition, the desire to "catch up with the West," places special pressure on the government to continue the economic reforms, even in a period of political uncertainty.

TEACHER BACKGROUND #2:

Communes of China

[From section ten of China: A Teaching Workbook *developed by the East Asian Curriculum Project at Columbia University. The workbook in its entirety is available at the East Asian Studies Center's web site: http://www.easc.indiana.edu]*

INTRODUCTION:
Communes were designed to fill a myriad of functions: to give rural communities the opportunity, through the pooling and organization of labor and income, to accomplish large water conservation projects; to establish small factories and produce goods that would increase general income; to support hospitals and schools; to care for the elderly and disabled within the community. Well-organized human labor was seen as the key to development as China did not have and could not afford machines. Although the commune system did allow the state to extract the maximum surplus from the countryside, it was ultimately judged inefficient, with major disincentive effects, and abandoned; at times it was disastrous with widespread famine occurring, such as during the years 1959-62, at the end of the Great Leap Forward.

ORGANIZATION OF A COMMUNE:
[*This discussion refers to Chart #1 (Commune Organization) and Chart #2 (Stages of Rural Collectivization) which follow.*]

The structure of the commune was such that families were organized into teams, then teams formed brigades, and brigades formed the commune. Each level of organization was responsible for certain activities: the team for organizing farm labor, the brigade for establishing small workshops and elementary schools, the commune for large-scale land reclamation projects, a hospital, a high school, small factories, and other side-line industries, as well as a welfare fund to aid the poor at communities within the commune.

Since China was a poor country, the central and provincial governments are unable to assist poor communities. The aim was for rural communities to improve their lot through "self-reliance." Cooperation through the commune organization was the key to this.

Would a small village, whose land was poor, be able to afford a school or a healthcare station? The answer was no. However, by joining with other villages and sending one or more of its members to work on joint projects, the village could contribute to the general development of the larger community from which it then benefits.

If there were flaws in the system, what were they? Perhaps most particularly there was the problem of incentive. The peasants became less enthusiastic over time about working as hard as they could for the general welfare of the group—especially if they saw a neighbor who was not working, but was benefiting as well as they were from group achievements. The "responsibility system" has been designed to provide greater individual incentive for hard work.

EVOLUTION OF A COMMUNE:
Land Reform: This was the first and most dramatic stage of China's revolution, when the land of the landlords was taken and distributed to the peasants.

Lower-Stage Cooperative: (formed 1954-1955) Peasants pooled their land to create larger fields that could yield greater output and shared farm implements. Peasants still received their return, however, on the amount and quality of the land and tools they could contribute—benefiting middle-class peasants but not poor peasants.

(Continued...)

Higher-Stage Cooperatives: (formed 1955-1956) Peasants received their return primarily on the basis of their labor, making everyone more equal and benefiting poor peasants.

Commune: (formed 1958-1959) The communes attempted to equalize income among cooperatives by joining several cooperatives (now called brigades) together, so that a cooperative community with poor land might benefit from the wealth of a cooperative community with very fertile land.

There were approximately 53,000 communes in China, 170,000 peasant households in the communes, and 90,000,000 acres of arable land under control of communes at their height of existence, but they have now largely disappeared and been replaced by the household responsibility system where each family is responsible for managing plots of land it alone has contracted to farm for long periods of time.

CHART #1: COMMUNE ORGANIZATION

There are approximately 53,000 communes in China; 170,000 peasant households in the communes; and 90,000,000 acres of arable land under control of communes.

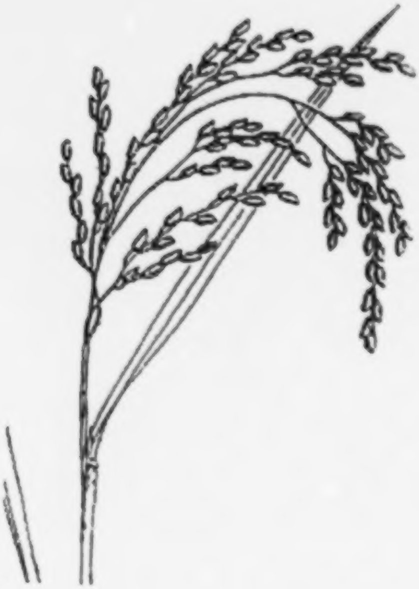
COMMUNIST ORGANIZATION	TRADITIONAL DIVISIONS
county (hsien)	county (hsien)
(district)	(district)
commune: • population 10,000-80,000 (labor force 1/3) • 2,000-20,000 households • 10-30 brigades	hsiang: • large market town with market network
brigade: • population 1,000-2,000 • 200-400 households • 10-20 teams team: • population 100-200 (labor force 1/3) • 20-40 households	natural village: (In some cases, a natural village corresponds to a team, in others to a brigade, depending on the size of the village.)
households	households

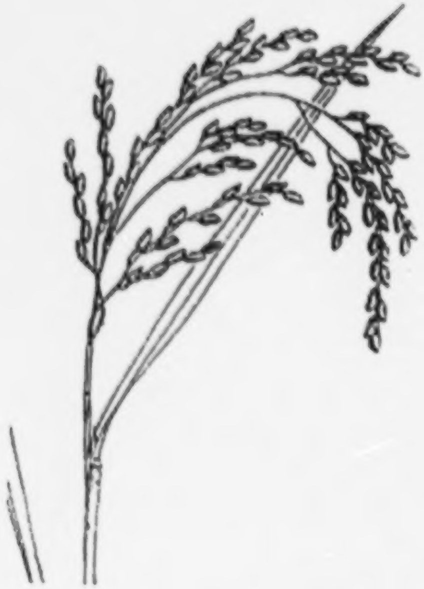
(Continued...)

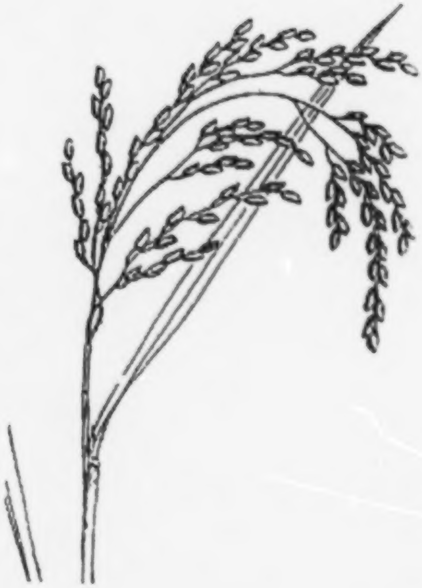
CHART #2: STAGES OF RURAL COLLECTIVIZATION

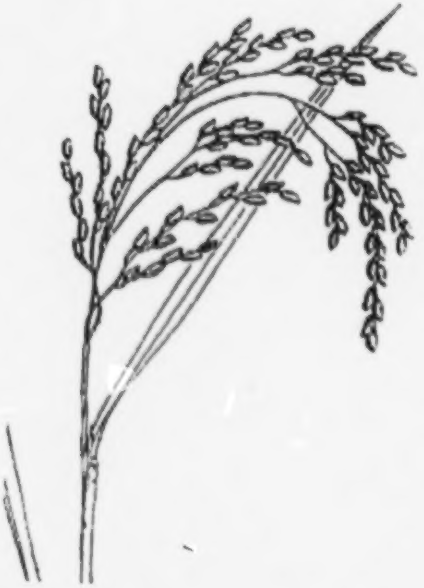
1950-52	Land Reform	Land was redistributed, and those without land acquired some. Labor exchanges were developed.
1954-56	Collectivization into Agricultural Producers' Cooperatives (APCs) in two stages	Land was pooled.
1955	(a) Lower APCs	Peasants retained ownership of land; produce was divided, with 70% on the basis of labor and 30% interest on land, animals, or tools contributed.
1956	(b) Higher APCs	Land was owned collectively at village level; produce was divided on basis of labor alone.
1958-60	Communes (Great Leap Forward)	APCs amalgamated to form larger administrative organizations called communes. Ownership of land transferred to commune level. Produce divided on basis of 60% "free supply" or equal division of all goods among members, 40% by labor. Private plots and private markets eliminated. Labor reorganized to create work crews for large projects—water conservation (irrigation) or local industry. Accumulated funds at commune level used to support education, healthcare, etc.
1960-65	Reorganization of communes ("retreat")	Land ownership reverted to team level; produce divided at least 60% by labor, some by need. Private plots and markets reinstated. Commune remains important as unit within which to organize cooperation for larger projects (irrigation), support of rural industry, and purchase of major machinery (tractors).
1965-80	Search for best balance that will raise agricultural output while promoting egalitarian distribution in countryside and rural development	Urban youth sent-down to countryside to provide new skills; local rural industry encouraged (cement, electric power, farm machinery, fertilizers, iron and steel) as well as brick-making, canning, powdered milk, other small-scale enterprises. Proper balance between collective enterprise and private plots sought. Goal of raising level of ownership from team to brigade remains the ideal. As of December 1978, state will pay 20% more to communes for grain purchased under quota; 30% more for grain purchased over quota. Agricultural tax and quota of grain that must be sold to the state will be based on 1975 levies; prices on farm machinery, chemical fertilizers, and insecticides will be cut by 10-15% in 1979-80. Market price for food in cities will be kept stable to raise standard of living in rural areas without taxing urban dwellers. Drive for mechanization of all grain production by 1980 abandoned; targeted mechanization promoted instead.
1981	Responsibility System	The cultivation of land, for which the production team was responsible, is now subcontracted to a)groups of families, b)single families, or c) individuals depending on the circumstances of the particular team. (The richer the team, the larger the group given the subcontract.) The subcontractor is responsible for meeting a certain production quota and is paid accordingly for the work. Subcontractors are also well paid for over-fulfilling the quota in an effort to raise agricultural output. Although the land is still owned in common, this new system has been called "the second land reform." In addition, 15% of all team land is allocated for private plots and divided among individual households which are free to consume or sell the produce as they choose. Sideline production, such as raising of pigs and chickens, is also encouraged and private markets are open where peasants can sell this private production independently. Emphasis is now placed on the diversification of agriculture to produce a more diversified diet. While this means a less exclusive emphasis on grain than in the past, there is still concern that grain product remain adequate to feed the vast population.

STUDENT HANDOUT #1:









STUDENT HANDOUT #2:

Quotations from Chairman Mao on Being a Communist in China

[From section nine of China: A Teaching Workbook *developed by the East Asian Curriculum Project at Columbia University. The workbook in its entirety is available on the East Asian Studies Center's web site: http://www.easc.indiana.edu]*

"At no time and in no circumstances should a Communist place his personal interests first; he should subordinate them to the interests of the nation and of the masses. Hence, selfishness, slacking, corruption, seeking the limelight, and so on, are most contemptible, while selflessness, working with all one's energy, whole-hearted devotion to public duty, and quiet hard work will command respect."
(*The Role of the Chinese Communist Party in the National War*, October 1938.)

"Communists should set an example in being practical as well as far-sighted. For only by being practical can they fulfill the appointed tasks, and only far-sightedness can prevent them from losing their bearings in the march forward."
(*The Role of the Chinese Communist Party in the National War*, October 1938.)

"Communists should be the most far-sighted, the most self-sacrificing, the most resolute, and the least prejudiced in sizing up situations, and should rely on the majority of the masses and win their support."
(*The Tasks of the Chinese Communist Party in the Period of Resistance to Japan*, May 3, 1937.)

[Above quotes originally taken from: *The Little Red Book: Quotations From Chairman Mao.* Beijing Foreign Languages Press, 1972.]

STUDENT HANDOUT #3:

Deng Xiaoping: The Economic Reformer

[From section nine of China: A Teaching Workbook *developed by the East Asian Curriculum Project at Columbia University. The workbook in its entirety is available on the East Asian Studies Center's web site: http://www.easc.indiana.edu]*

Deng Xiaoping came to power shortly after the death of Mao in 1976. His goal was to set China back on the course of economic development that had been badly interrupted during the final years of Mao's leadership. Deng's rallying cry became the "Four Modernizations" articulated by Zhou Enlai in 1975, which entailed the development of industry, agriculture, defense, and science and technology. He set the course of reform by dismantling the communes set up under Mao and replaced them with the Household Responsibility System (HRS), within which each household must be held accountable to the state for only what it agrees to produce, and is free to keep surplus output for private use. In addition to this program, which was an incentive for households to produce more, Deng encouraged farmers to engage in private entrepreneurship and sideline businesses in order to supplement their incomes.

Deng Xiaoping said that "practice is the sole criterion of truth" and believed that only by experimenting with alternative forms of production and entrepreneurial activity would China find the best path for economic development. Thus began China's experiments with capitalist methods of production. As Deng said, "It does not matter if a cat is black or white so long as it catches the mouse;" it no longer matters if an economic policy is capitalist or socialist, in other words, as long as it results in economic growth.

Deng also wanted to set up an arrangement whereby leadership succession would take place according to legal guidelines rather than personality struggles. In general, he hoped to establish a social and political order governed by "rule by law, not by man." Even after he had retired from his formal positions, Deng encouraged his aging comrades to follow this example. Deng's commitment to replacing the aging leaders suffered a setback, however. When faced with demands for political reforms by students and citizens throughout China in 1989, Deng ordered the military to move in and clear Tiananmen square, where they were demonstrating for greater freedom of speech and press, and greater accountability on the party of government. Pro-reform leaders like Zhao Ziyang were removed from office and many of the retired leaders, many of whom did not support Zhao's reform effort, returned to power after June 4, 1989.

Economically, China has entered a very difficult period characterized by unemployment and general uncertainty. Also unclear is how history will view the role and achievements of Deng Xiaoping in light of the events at Tiananmen square.

[Composed by Catherine H. Keyser]

Theme
E

Tiananmen Square Protest

Mary E. Ward
McDougle Middle School

SUMMARY

Adaptable Levels
Grades 7-12

Related Themes
PPE

Values
Empathy, understanding

Skills
Clarifying information, decision-making, sequencing information

Integration
Language, reading, geography

PURPOSE

To study in-depth the Tiananmen Square protest as well as the complexity of the two major groups and their subsequent factions involved in the protest.

THEME STATEMENT

Institutions, Power & Government (IPG): Institutions and leaders control and influence individuals and culture.

SUGGESTED TIME

Four or five days. The actual simulation may take ten minutes or fifty minutes, depending on the amount of preparation and video exposure the students receive before the simulation begins.

KEY VOCABULARY & CONCEPTS

Dissidents, asylum, massacre, symbolism, martial law, turmoil, stalemate, civilians, censored.

MATERIALS NEEDED

- poster board
- paint
- drawing paper
- background reading on Tiananmen Square (Student Handout #1)
- visual timeline for Tiananmen Square (Student Handout #2)
- role-playing cards (Student Handout #3)
- banner and big character poster slogans (Student Handout #4)
- photograph of Tiananmen Square (Student Handout #5)
- one of various videos pertaining to Tiananmen Square demonstration (see Recommended Resources)

BACKGROUND INFORMATION

[Wong, Jan. *Red China Blues*. New York: Anchor Books, 1996.]

"Tiananmen is gargantuan – the biggest square in the world. It is a hundred sprawling acres in all, flatter and bigger than the biggest parking lot I have ever seen. I used to get tired just walking from one end to the other. Moscow's Red Square was intimate in comparison.

Tiananmen could simultaneously accommodate the entire twenty-eight teams of the National Football League plus 192 other teams, each playing separate games. It could stage an entire Summer Olympics with all events taking place at the same time. Or if you put a mountain in the middle, you could hold a Winter Olympics there instead."

"Tiananmen, which means 'Gate of Heavenly Peace,' is also one of the least hospitable squares in the world. There is no bench or place to rest, nowhere to get a drink, no leafy tree to offer respite from the sun. . . Tiananmen is also one of the most heavily monitored squares in the world. Its huge lampposts are equipped with giant speakers for crowd control and swiveling video cameras."

NOTE: One of the protesters that tossed a bag of ink at the portrait of Mao hanging in Tiananmen Square was given a life sentence. [See photograph of Tiananmen Square (Student Handout #5)]

INITIATION (Inquiry, Preview, Involvement)

1. Divide the class into four groups.
2. Within each group, identify various factions needed for role playing:
    - government "hard liners"/military
    - government moderates/military
    - radical students and workers protesting the government
    - moderate students and workers
3. Have students read the background information pertaining to Tiananmen Square (Student Handout #1) and locate Beijing in an atlas.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. View video pertaining to Tiananmen Square demonstrations (see Recommended Resources).
2. Have students identify different group members/factions in the video.
3. Choose four people within each group to orally read the background reading (Student Handout #1).
4. Have students construct a visual timeline (Student Handout #2) from the background readings.
5. Distribute the role-playing cards (Student Handout #3) to each student and have them determine to which of the four groups they belong. Students can seek assistance from fellow students or the teacher as to group assignment.
6. Have students practice their roles within their group.
7. Perform the simulation, having students follow instructions on their role-playing card.
8. Engage the group in exploring "Key Questions."

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Create protest posters with big characters displayed in Tiananmen Square (Student Handout #4) to use in class simulation.
- Rewrite the section within your own textbook depicting Tiananmen Square protest.
- Using the media center, locate and read articles both from the U.S. and China written about the protest movement in Tiananmen Square.
- Create a "goddess of liberty" out of paper mache (refer to Student Handout #5).

ASSESSMENT OF ACHIEVEMENT

Students can be assessed by their participation in the simulation as well as the class discussion reflecting on various decisions made during simulation. Students could also discuss Tiananmen Square with their parent/s, confirming this with written documentation from the parent/s.

KEY QUESTIONS

- Why did the students in China protest? What did they want?
- Why did many of the students and workers leave the square before their demands were met?
- Why do you think the majority of China's population (the people living in the countryside) were not interested in the Tiananmen Square protests in Beijing?
- What happened to the government officials that were moderates during the Tiananmen demonstrations?
- What happened to the intellectuals and protesters after the Tiananmen Square demonstrations?
- What were the two main factions of the government/military group?
- Were there factions amongst the students and protesters at Tiananmen Square?
- Was the government justified in bringing in the military to stop the demonstrations?

ALTERNATIVES

Read the description of Tiananmen Square to the class (see "Background Information" above). Discuss the enormity of the square and the number of people who were there demonstrating. Locate pictures of Tiananmen Square from your local media center.

Ask students for suggestions to make the classroom into Tiananmen Square for the simulation. Some suggestions might be:

- Move all of the desks and tables out into the hallway or around the edges of the room.
- Hang the slogan posters with big characters on the walls or make them into banners that pro-democracy protesters can wave.
- Hang a picture of Mao Zedong in the front of the room. You can enlarge this on a xerox machine and make a "wooden" frame out of brown construction paper.
- Stand the "goddess of liberty" near Mao's portrait. If you have more than 23 students in your class, assign more than one student as hunger strikers, soldiers/police, medics, student or factory workers. You might want to assign higher ability students as the Communist political leaders as well as the outspoken students. Students with lower ability could be assigned as medics, soldiers and hunger strikers.

REFERENCES & RECOMMENDED RESOURCES

- Miles, James. *The Legacy of Tiananmen.* Ann Arbor: University of Michigan Press, 1996.
- Wong, Jan. *Red China Blues.* New York: Doubleday/Anchor Books, 1996.
- *China: Born Under the Red Flag.* Ambrica Productions. [PBS, July 1997.] This is an excellent video, but you can use any video relating to the 1989 Tiananmen Square incident.
- http://www.nmis.org/gate/tour
  A Web site by the Long Bow Group, which gives an interactive "tour" of Tiananmen Square with links to additional readings and Web sites.

STUDENT HANDOUT #1:

Tiananmen Square: Background Reading

GOVERNMENT ACTORS:

[Chinese names are written in traditional form with the last name first.]

Mao Zedong – first Communist reader of China; died in 1976.
Deng Xiaoping – leader of China during the Tiananmen Square protests.
Hu Yaobang – moderate Communist official; students mourning his death spark protests.
Zhao Ziyang – moderate Communist official who tries to negotiate with protesters.
Mikhail Gorbachev – leader of the Soviet Union at the time of Tiananmen Square protest.

* * *

HISTORY:

January 1, 1987: Students march to Tiananmen Square to demonstrate. The police are ready, and they club students. Students are beaten and dragged away. Confrontation between students and police was very rare at this time.

Hu Yaobang prevents students from being jailed. He arranges for buses to take students back to campus. The government "hard liners" are not happy with Hu. He is ousted from his government position by conservatives. They said that he was a weak leader (*i.e.*, he listened to the students too much). The hard liners go after intellectuals who had questioned the government. Students who were involved in the protests were assigned to jobs in terrible locations after they graduated from college. Zhao takes over after Hu is ousted from power.

1988: The economy is improving and people are encouraged to sell surplus crops in open markets popping up in cities and villages. People are "jumping into the sea" (*i.e.*, going into business on their own). Government officials are using their positions/influence and getting rich. The people are beginning to resent this.

April 1989: Hu Yabong has a heart attack and dies. Big posters appear on walls throughout campuses in Beijing, mourning Hu (which was actually a way to criticize Deng and the current government). The students make three demands:

1. more democratic political representation
2. authority to organize student unions
3. end to government corruption

April 21, 1989: Thousands of students gather in Tiananmen Square in anticipation of Hu's funeral. Big posters appear in the square with slogans such as "Down with dictatorship."

April 22, 1989: Hu's funeral in Tiananmen Square. Government wants to close the square, but the students have out-smarted them by gathering the night before and camping overnight on the square. While the funeral is in process, a few students are let through the police line with their petition of demands. They kneel for over an hour, and no government official receives them

(Continued...)

or their demands. The square continues to fill with students and workers.

April 26, 1989: The People's Daily runs an editorial in which Deng warns students to stop the demonstrations. The streets are full of protesters from all walks of life. A line of students four miles long marches to Tiananmen Square. The protesters break through the police lines. Civilians and workers support the students. It seemed as through there was the support of the whole city. Some people were very supportive of the demonstrators and others thought that the whole experience was just "fun."

May 13, 1989: Mikhail Gorbachev, who is head of the Soviet Union, arrives for the Sino-Soviet Summit. This is an important meeting because relations between the Soviet Union and China have not been good for many years, and they are now trying to work through their differences. The students see this as a good opportunity to gain international exposure, because there are over 1000 foreign journalists in Beijing to cover the summit. The students put white headbands around their heads and declare that they are going on a hunger strike until their demands have been met. The Western media shows coverage of Chinese students fainting and being taken away on stretchers by medics. This is a humiliation for Deng. Students and workers all over the country are now marching and protesting. Many students from the provinces flock to Beijing to join the demonstrations in Tiananmen Square. The students are not well organized. There is a party atmosphere with music and drinking. Doctors, housewives and even journalists join the protesters.

Mid May, 1989: There is a stalemate between the government and the students, and within these two groups, there are also factions that cannot agree on what to do. Deng and the government hard liners want to squash the protest using the military if necessary. Zhao wants to negotiate with the students. He was used to listening to the students and thought that the two sides could come to an agreement.

More workers have arrived in the square and are now demanding the establishment of workers unions. It's important to keep in mind that the majority of the population in the countryside were not involved and did not support the demonstrations. (China has a very large population, so it is quite deceiving when you see the news footage of the Tiananmen Square demonstrations and see so many people. In actuality, the protesters are a minute percentage of the population.)

May 18, 1989: The hunger strike is now five days old. The government invites demonstration leaders to a meeting to discuss demands. This turns into a confrontation between the government and the protesters, with neither side willing to back down. Zhao goes to the Tiananmen Square. With tears in his eyes, he says that he cannot resolve the situation. The hard liners strip him of his government post and ban him from public life.

May 19, 1989: Martial Law is declared. The students call off the hunger strike.

Early June, 1989: Chinese students bring a large "goddess of liberty" statue into Tiananmen

(Continued...)

Square. This figure was modeled on the Statue of Liberty and became a symbol of the demands for greater democratic freedom in China.

June 3, 1989: The protesters block the way of the military from the square for two weeks. The troops force their way through the crowd into the square. Protesters are beaten and arrested. Real bullets are used (whereas rubber bullets had previously been used). The streets were in disorder with shooting, fires, and pitted battles. The military opens fire on the people. Many of the demonstrators leave Tiananmen Square. The ones that remain gather towards the center of the square. The military troops surround them early the next morning. The students link arms early and try to leave the square. Bullets whiz by them. Tanks crush the people in the back and kill them.

June 4, 1989: According to a Chinese Red Cross report issued a day after the Tiananmen Square massacre, nearly 2600 people are reported dead. Under extreme pressure from the government, the Chinese Red Cross is retracted. Many of the young leaders of the protest are arrested, go into hiding or leave the country. Many students and workers are arrested, tried and sent to prison. The Tiananmen Square protests were covered widely in the Western press, and human rights violations in China then became an issue of international interest.

STUDENT HANDOUT #2:

Tiananmen Square: Visual Timeline

(In rectangular box, insert visual depiction (photo, drawing, etc.) of event; in oval bubbles, write corresponding description of visual image)

STUDENT HANDOUT #3:

Tiananmen Square: Role-Playing Cards

Deng Xiaoping

Chairman of the Central Military Commission and the leader with the most power in China. He gives the order to shoot at the demonstrators to end the protest. Deng did allow some criticism of the government, but felt that the student protesters went too far in Tiananmen Square. "We are not afraid to shed a little blood since this will not seriously harm China's image in the world."

Government Hard Liner

You are a government official who does not want to negotiate with the student protesters. You want to use military force to stop the demonstrations and clear Tiananmen Square. You strip government members who are moderates (those who want to have open discussions with the protesters) of their positions. You believe that the Communist Party should show its strength and suppress the protest.

Zhao Ziyang

You are supposedly next in line behind Deng to govern China. You like to play golf and wear Western suits. You think that being too rigid politically would slow economic development. You believe the Communist Party can remain in power if it can keep ahead of the people's demands for material goods (*e.g.*, TVs, refrigerators). You want to use the student protests to push through reforms and maybe even force Deng to retire so that you can take over. You try to negotiate with the students but are stripped of your government position and banned from public life by the "hard liners."

Hu Yaobang

You were once a high ranking government official. You have just had a heart attack and died. During the protests held three years earlier in Tiananmen Square, you prevented the students from being arrested by arranging for buses to take them back to their campuses. You were ousted from power by the conservatives ("hard liners"). By mourning your death, the students are actually criticizing Deng and the current government.

Office Worker "X"

You shut down the office, get a truck to transport your fellow office workers, and go to Tiananmen Square to demonstrate with the students. You mill about the square, listening to speeches and chanting: "Dialogue! Dialogue! Dialogue!" and "Down with Deng!"

Office Worker "Y"

You leave the office for a few hours, cheer on the protesters in the streets and around Tiananmen Square. You do not actually step foot onto the square because you are afraid of the consequences of protesting. You are sympathetic with the protesters but do not want to take the risk. You wander around for a while and then head back to your office, avoiding major streets crowded with demonstrators and police.

Office Worker "Z"

You are too afraid to leave the office. You occasionally look out the window but do not ever leave your office. You do read the newspaper and listen to the news on the radio to keep updated on the protest movement in Tiananmen Square.

Student (history major)

You are very idealistic and think that the government needs reform. There is too much corruption at the top (political leaders), and there is not enough freedom of speech in the press. You are very vocal and do not think about the consequences of speaking your mind. You speak in front of large groups of people and do not worry if your photograph is taken for it is worth the risk of beatings, jail or death to advocate more democratic expression for Chinese citizens.

Taxi Driver

The buses have been shut down due to martial law so you are making a lot of money driving people around Beijing. You have a good idea what is going on in Tiananmen Square because you have contact with many different people on a daily basis. You are sympathetic to the students' protest movement, but you feel that the government will ultimately stop the demonstration.

Student (political science major)

You are very articulate. You speak knowledgeably and clearly about political issues. You encourage others to stand up and give speeches promoting more democratic freedom but you, yourself, do not want to be noticed by the government/military forces. You are intelligent and advise the more vocal students on what to say to the masses.

Student (business major)

You stand on the edge of the square but do not actively participate. Your parents have told you stories about the Cultural Revolution in which people were sent to do hard labor and "re-education" in the countryside for criticizing the government. You support the demonstrators but are afraid of being beaten or arrested.

Student (education major)

You go to Tiananmen Square with some of the students from your university. You agree with the protest movement, but you are afraid to get involved. You witness one of your fellow students being kicked by a group of policemen. Will you shrink back into the crowds or will you help your friend?

Student (electrical engineering major)

You are happy that classes have been suspended. While you are interested in the speeches that are being given by the protesters in Tiananmen Square, you are more attracted by the party-like atmosphere in some sections of the square. You wander around listening to the music and visit with friends.

Local Beijing Military and Police

You are sympathetic to the protesters. You are aware of a lot of corruption in the government, but you do not want the communist government to be overthrown – just reformed. At first you do not harm any of the protesters, but as the demonstration continues, you become more confrontational with the demonstrators.

Military Soldier from Neighboring Province

You are well-trained and loyal to the wishes of Deng. You have come to Tiananmen Square to do a job and that is to suppress the demonstration movement. You see the students and civilians as disrupters of order and use physical force as well as live ammunition to end the protest at Tiananmen Square. You beat, arrest, and kill protesters.

Student "B" on Hunger Strike

Gorbachev is in town for the Sino-Soviet Summit (official talks between the leader of the Soviet Union and China). There are 1000 foreign journalists (including Dan Rather) in town, and you know that the student protest will get a lot of coverage in the western media (*e.g.*, TV news). You stage a hunger strike to bring attention to your cause. You are not very serious about the hunger strike and occasionally slip out of the square for a bowl of noodles and bottle of juice at a friend's apartment.

Student "A" on Hunger Strike

Gorbachev is in town for the Sino-Soviet Summit (official talks between the leader of the Soviet Union and China). There are 1000 foreign journalists in town (including Dan Rather) and you know that the student protest will get a lot of coverage in the western media (*e.g.*, TV news). You stage a hunger strike to attract attention to your cause. It is very hot out, and you faint often. You wear a white headband so that people know that you are one of the hunger strikers. You are very serious about the hunger strike and do not eat anything. A medic may take you to replenish your body with liquids at a clinic or give you a shot of glucose.

Professor "X" from Beijing

You are a sociology professor from a university in Beijing. You remember the horrors of the Cultural Revolution but decide to protest for democratic reform anyway. You go to Tiananmen Square with a few other professors from your department. You are amazed at the number of people in the square but surprised by the lack of organization. You listen to speeches for a while and then engage in political discussions with workers and students in the square.

TEACHING EAST ASIA (INDIANA UNIVERSITY)

Professor "Y" from Beijing

You are a professor of mathematics. You come from a family of educators. Your father was killed during the Cultural Revolution, and you are afraid to show your support for the protest movement in Tiananmen Square. You try to avoid any conflicts between police and protesters on the main streets leading to Tiananmen Square. You do not go to the square itself.

Factory Worker "Y"

You leave the factory for a few hours, cheering on the protesters in the streets and around Tiananmen Square. You do not actually step foot onto the square because you are afraid of the consequences of protesting. You are sympathetic to the protesters but do not want to take the risk. You wander around for a while and then head back to your factory, avoiding major streets crowded with demonstrators and police.

Factory Worker "X"

You shut down the factory, get a truck to transport your fellow steel workers, and go to Tiananmen Square to demonstrate with the students. You mill about the square, listening to speeches and chanting: "Dialogue! Dialogue! Dialogue!" and "Down with Deng."

Factory Worker "Z"

You are too afraid to leave the factory. You occasionally look out the window but do not ever leave the factory. You read the newspaper and listen to the news on the radio to keep updated on the protest movement in Tiananmen Square.

Medic or Doctor

You are stationed in Tiananmen Square. Many of the students are fainting due to the heat and the hunger strike. You and other medics or doctors must carry people who need medical assistance out of the square to the medical clinic (located in the hallway). After receiving medical attention, the patients may go back to Tiananmen Square. You also need to check on the protesters in the streets leading into Tiananmen Square. They may need bandages due to altercations with the police.

Foreign Journalist

You run around the square interviewing the demonstrators. You ask people who they are, where they are from, and why they are protesting against the government. You need to make sure that your notes are not taken from you by the military. It's important that you keep moving from one place to another. You need to be careful because the government hard-liners resent that your news releases are being broadcast throughout the rest of the world.

Chinese Journalist

You run around Tiananmen Square interviewing the demonstrators. You ask people who they are, where they are from, and why they are protesting against the government. You need to make sure that your notes are not taken from you by the military. It's important that you keep moving from one place to another. You are not worried about your news articles being censored like you have been in the past.

STUDENT HANDOUT #4:

Tiananmen Square: Posters/Banners with Characters

Dialogue!
Dialogue!
Dialogue!

Dui hua!
Dui hua!
Dui hua!

對話！對話！對話！

Down with Deng Xiaoping

Da dao Deng Xiaoping

打倒鄧小坪

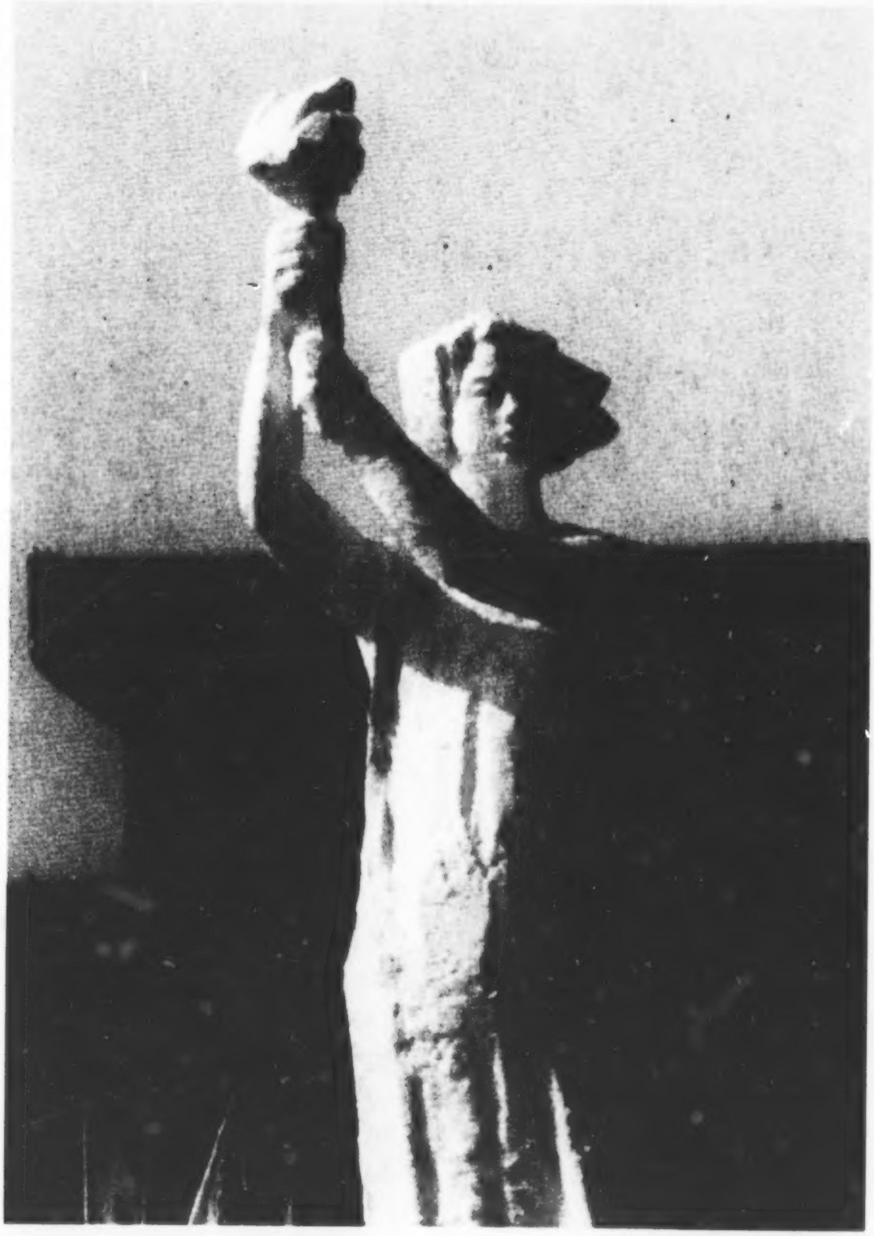
Democratic reform

Minzhu gaige

民主改革

STUDENT HANDOUT #5:

Photo of "Goddess of Liberty" in Tiananmen Square



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Theme
F

Korean Peninsula and Indiana

Mary Lou Luebbehusen
Forest Park Junior/Senior High School

PURPOSE

To create an atmosphere of inquiry; to gain an awareness of the differences and similarities in geography and demographics of North Korea, South Korea, and Indiana.

THEME STATEMENT

United States and Global Connections (USGC): Realities of local and global interdependence require understanding of diverse global connections for possible solutions to global issues.

SUGGESTED TIME

Two periods of forty-five minutes each.

KEY VOCABULARY & CONCEPTS

Compass rose, population density, absolute location, relative location.

MATERIALS NEEDED

- blank map of East Asia, with special focus on Korean peninsula (one per student) (see Appendix II)
- colored pencils
- almanac
- Hammond World Atlas
- 11"x14" sheet of paper (one per student)

BACKGROUND INFORMATION

If the students have not covered population density, it will be helpful to demonstrate how population density is calculated. One method of figuring distance from a map can be to use degrees, with one degree measuring approximately 69 miles. Students also will need to have prior knowledge in setting up charts and graphs. In addition, students will need to know general information about relations between North and South Korea in order to successfully analyze questions.

SUMMARY

Adaptable Levels
Grades 6-10

Related Themes
PPE

Values
Appreciation of similarities and differences

Skills
Researching, organizing data, applying absolute location skills, observation, comparison, mapping

Integration
Social studies, geography, math, reading

INITIATION (Inquiry, Preview, Involvement)

1. Discuss and compare Indiana with North and South Korea. Have students make a mental picture of these three areas in their minds. Have students guess which area is largest, giving reasons for their selection.

2. Have students guess the rank of the capitals of Indiana, North Korea, and South Korea in terms of the size of the population.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Students should organize their outline map of East Asia so that it can be used for reference. First, label the following bodies of water surrounding the Korean Peninsula: Yellow Sea, East China Sea, Korea Bay, Korea Strait, Sea of Japan, and East Korea Bay.

2. Next, have students label the island country directly east of North and South Korea. Also, label the countries northwest and northeast of North Korea.

3. Have students add a compass rose to their maps.

4. Have students label the 38° parallel.

5. Have students find the capitals of North and South Korea and label the appropriate locations.

6. Have students fill in and label the following mountain ranges: Taeback Range (South Korea) and Nangnim Range (North Korea). These two mountain ranges form the backbone of North Korea and South Korea, running in a north-south direction along the east coast of both countries.

7. Give information (#7a and #7b) regarding mountain peaks and rivers of the Korean peninsula. Students should find the corresponding information for mountain peaks and rivers in the United States.

7a. Give students the heights of the following mountain peaks of the Korean peninsula in meters as follows:

- Mt. Nangnim: 2,014 meters
- Mt. Kumgang: 1,638 meters
- Mt. Sorak: 1,780 meteres
- Mt. Taeback: 1,546 meters

Have students locate and/or calculate the heights of the following U.S. mountain peaks in ***meters***: Mt. McKinley, Pikes Peak, Mitchell, St. Elias.

7b. Give students the lengths of the following rivers on the Korean peninsula in kilometers as follows:

- Amnokkang River: 790 km
- Tuman-gang River: 521 km
- Han-gang River: 514 km
- Kumgang River: 401 km
- Naklonggang River: 525 km

Have students locate and/or calculate the heights of the following U.S. rivers in kilometers: Ohio River, Mississippi River, Pecos River, Arkansas River.

8. The Korean peninsula lies between 33°N and 43°N and between 124°E and 131°E. Have students calculate the width and length of the Korean peninsula in miles. Also, have students measure and/or calculate the length and width of Indiana in miles.

9. Have students research and record the square miles and population of North Korea, South Korea, and Indiana.

10. Have students research and record the absolute location and population of the capital cities of North Korea, South Korea, and Indiana.

EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)

- Have students coordinate graphs and/or charts showing the comparison of mountains and rivers of the Korean peninsula to those in the United States.
- Have students figure the population density for North Korea, South Korea, Indiana, and the United States. Rank the above from largest to smallest in terms of (1) square miles, (2) population, and (3) population density.
- Have students rank the ***capitals*** of North Korea, South Korea, and Indiana in terms of (1) population and (2) population density in the capital city, while showing the absolute location of each.

ASSESSMENT OF ACHIEVEMENT

Collect and assess the charts and graphs completed by the students. A sample rubric for cooperative overall assessment is as follows:

10 = Everything completed and well done; student answered key questions in depth
8 = Everything completed thoroughly; student was able to answer key questions
6 = Student collected information, tabulated information, and answered key questions with minor inaccuracies
4 = Student collected information, tabulated information, and completed charts/graphs
2 = Student collected information but did only minimal work on charts/graphs
0 = Student did not follow directions and did not do the work

KEY QUESTIONS

- How do the mountain peaks on the Korean peninsula compare to the heights of the U.S. mountain peaks?
- How do the rivers on the Korean peninsula compare to the lengths of the U.S. rivers?
- What is the purpose of the 38th parallel? What significance is there in the fact that Seoul is located so close to the 38th parallel?
- Were your original guesses correct on the ranking of North Korea, South Korea, and the U.S. in area, population, and population density?
- Compare the width and length of the three areas: North Korea, South Korea, and Indiana. Which is longer in length? in width?

ALTERNATIVES

Graphs and charts could be decorated.

REFERENCES & RECOMMENDED RESOURCES

- Korean Overseas Information Services. *Handbook of Korea*. Ninth Edition. Elizabeth, NJ: Hollym International Corp., 1993. (ISBN: 1565910222)

APPENDIX I

MISCELLANEOUS IDEAS
FOR ADDITIONAL LESSON PLANS

Theme

A

PEOPLE, PLACES & ENVIRONMENT

THEME STATEMENT: Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

FOCUS: Geography

1. Trace cultural identities and flow on color-coded student-made maps. Have students make map legends and border decorations. [Also themes CCC, ACV]

2. Construct a wall-size retrieval chart with column headings of East Asian countries and the United States (larger areas may be listed regionally, such as U.S.A. or the Midwest) and with row labels listing absolute locations, populations, seasons, temperature ranges, vegetation, animal life, major resources, architecture, foods, etc., for repeated comparisons throughout the year.

3. As individual or group projects, conduct oral interviews and/or surveys based on a "Strongly Agree-Strongly Disagree" continuum in response to statements relating to people, place and environment which have been extracted from students and/or textbooks on East Asian countries. Compare responses given by East Asian nationals, recent US visitors to Asia, and local people who have not traveled outside the United States. [Also themes ACV, IPG]

4. As an initiation to studying East Asia, ask students to plan a hypothetical trip beginning with a packing list of items to take and to purchase during a designated period of travel time. A travel itinerary may be added from data obtained from a variety of tourists' brochures. As a summary assessment, students may submit their revised lists and itineraries, along with supporting statements based on facts acquired during the research and sharing sessions. [Also themes TPDC, ACV]

5. Research population densities (available in current atlases and Population Reference Bureau charts), customs, government policies, and environmental conditions affecting population growth (births, health programs affecting life spans, family and work roles). [Also themes TPDC, CCC, ACV, IPG]

6. Study ratio of environmental threats posed by different countries of East Asia. [Also themes TPDC, IPG]

7. Trace and compare practices relating to garbage collection and disposal in different East Asian countries. [Also themes TPDC, IPG]

8. Compare product packaging practices (both the container and the wrapping for customer) in different East Asian cultures. Examine environmental effects in terms of resource extraction and residue disposal. [Also themes TPDC, ACV]

Theme
B

TECHNOLOGY, PRODUCTION, DISTRIBUTION & CONSUMPTION

THEME STATEMENT: Decisions revolving around exchange and economic policies, production, distribution, consumption, and technology (along with well-being) are global in scope.

FOCUS: Economics & Agriculture

1. Post displays in classroom corners which graphically illustrate through posters, photographs, graphs, maps, artifacts, etc., varied technological achievements of the area(s) under study.

2. Use the *Wall Street Journal* in print, a Federal Reserve Bank's web site, or daily calls to local banks dealing in international currencies in order to track fluctuations in exchange rates. Use current events to assist in explaining fluctuations.

3. Secure copies of newspapers, journals and other sources of ads from East Asian countries to determine products and prices. Convert prices to U.S. currency using current exchange rates. Compare with prices of the imported products in the United States and costs of comparable products which are made in the U.S. Determine factors (labor pool, resources, transportation, technology) influencing differences. Identify and compare the aesthetics or eye-appeal of advertising in East Asia and U.S. [Also themes PPE, AVC]

4. Challenge student groups to create hypothetical "Chains of Consequences," resulting from the introduction or increase of a single product, on economic factors and daily lives (*e.g.*, more cars in China might result in less bicycles, more roads, less funding for social programs, increase in health problems, shorter life span, etc.).

5. Trace changes during the last thirteen years resulting from high-tech developments and compare with the rate of change within the past thirteen centuries in East Asian countries under study. [Also theme CCC]

CULTURES, CONTINUITY & CHANGE

THEME STATEMENT: Throughout periods of time, human beings have sought their historic roots while creating, learning and changing their cultures.

FOCUS: History, Anthropology & Archaeology

1. Compare homogeneity of ethnic groups in East Asian countries with those in the United States. Use maps and graphic organizers to illustrate and identify contributing factors.

2. Trace ethnic origins within each country on a student-made timeline to plot their historic presence and significance.

3. Using a spoke web, trace initial achievements of East Asian peoples, the spread of these achievements to other locations, and the impact in stimulating further change. [Also theme USGC]

4. Trace cultural assimilation and diffusion to and from East Asian countries through product and language clues. [Also theme USGC]

5. Initiate and post a cumulative list of stereotypic statements commonly heard about East Asian cultures. Find examples which reinforce and dispute the stereotypes.

6. List in one column of a large "T-chart" examples of traditions associated with each East Asian country being studied. In the opposite column of the "T-chart," list parallel traditions commonly found in the United States. Engage students in assuming roles representing the cultures. After researching assigned traditions, stage presentations by students who explain each "through the eyes of the culture." For more depth and insight, do role reversals of students on parallel traditions. [Also theme USGC]

7. To expose the level of cultural "we-ness" or ethnocentrism among students and within the community, record the number and examples of cultural references initiated with "we" and "they" dichotomies. Analyze the source and influence of references.

8. Foster the attitude of "accepting differences" as they are, rather than judging them through personal perspectives. Practice identifying at least three reasons why each "strange" tradition has been preserved and practiced.

9. Make a cumulative listing of traditions (dress, foods, celebrations, roles) representing each East Asian country. Note whether the tradition is commonly practiced in everyday life or only during times of celebrations and other special occasions. (Also ACV)

Theme
D

AESTHETICS, CELEBRATIONS & VALUES

THEME STATEMENT: All people need things of beauty, times of leisure and celebration, and a sense of values and service in their lives.

FOCUS: Arts & Humanities

1. Identify similarities and differences of holiday calendars and celebrations for East Asian countries with those of the United States.

2. Analyze holidays by cultural, religious, political and societal origins.

3. Identify elements of holidays borrowed from other countries. Explain why the Japanese are rapidly adopting the "Christmas tree" and what adaptations may be occurring in their environment. [Also theme USGC]

4. Compare the use of decorative space and features in landscaping through pictures of Asian gardens. Contrast this with the typical landscaping patterns and techniques found in the United States. [Also theme USGC]

5. Paste up a pictorial collage of pictures copied from art and architectural books for both Eastern and Western cultures. Feature architectural details including rooflines, chimneys, window and entry treatments, exterior materials including environmental and trade influences, decorative vs. functional features, and relationships to economic levels. Focus on both private dwellings and public structures, as well as contrasts and commonalties shared by different socioeconomic groupings within and across cultures. Identify and label architectural features on the collage. [Also theme USGC]

6. Through interviews and readings, identify and compare the ten most commonly held values of cultures within East Asian countries and with those of the United States. Trace historical influences, current trends and probable changes in the near future. [Also themes CCC, USGC]

7. Collect and compare examples and pictures of children's toys/games and descriptions of traditional family entertainment (*e.g.*, songs, puppetry, circus, vacation travel). [Also theme CCC]

8. Plan a "quiet time" for meditating with East Asian art, poetry reading and music to set the stage or as working background for each day's lesson. [Also theme CCC]

INSTITUTIONS, POWER & GOVERNMENT

THEME STATEMENT: Institutions and leaders control and influence individuals and culture.

FOCUS: Citizenship & Government

1. Determine which East Asian countries have retained systems of royalty. Determine relationships to current political leadership, governmental powers and private citizens. [Also themes CCC, AVC]

2. Identify proper names of East Asian countries which include labels such as "Republic of . . ." and "Democratic . . ." Compare definitions as reflected through governmental powers and structures.

3. Construct diagrams of government branches within each of the East Asian nations. Identify hierarchy of power.

4. Compare individual and human rights issues and practices in East Asia with those of the United States. [Also theme USGC]

5. Secure excerpts from official documents (constitutions) of East Asian nations and states. Highlight key words and phrases and compare with the U.S. Constitution.

6. Research connections between governments, levels of literacy, and economic development of East Asian countries. [Also theme TDPC]

7. Interview East Asian nationals about opinions of government. Note particularly the openness to discussion of loyalties and problems.

8. Compare the daily, weekly and term activity schedules, curriculum, benchmarks or assessment stages, accessibility and costs of education of students enrolled in public and private schools in East Asia countries. Compare with current practices and trends found in the U.S. Identify advantages and disadvantages of each. Choose the best educational system with defense of each component. Design a new system integrating assets drawn from the comparison. [Also theme USGC]

UNITED STATES & GLOBAL CONNECTIONS

THEME STATEMENT: Realities of local and global interdependence require understanding of diverse global connections for possible solutions to global issues.

FOCUS: World Cultures

1. Identify products (*e.g.*, hamburgers, jeans) which have become global in nature and trace the rate of cultural diffusion and variations. [Also theme TPDC]

2. Compile a cumulative list of linguistic borrowing occurring as a result of global contacts through the exchange of ideas, products and people. [Also theme CCC]

3. Use yellow pages of telephone books to reflect the influence of East Asian people and products in the local community. [Also themes CCC, TPDC]

4. Identify East Asian nations with economic ties to the United States. Using flags or symbols which represent these countries, designate the most heavily influenced areas using commercial or student-constructed maps. (Information available from regional commerce departments.) [Also theme TPDC]

5. Trace on student-constructed maps the major Asian exports, along with ports of exit and entry around the world.

6. Interview East Asian business leaders in the area and determine why and how they chose the site of their business. [Also theme ACV, TPDC]

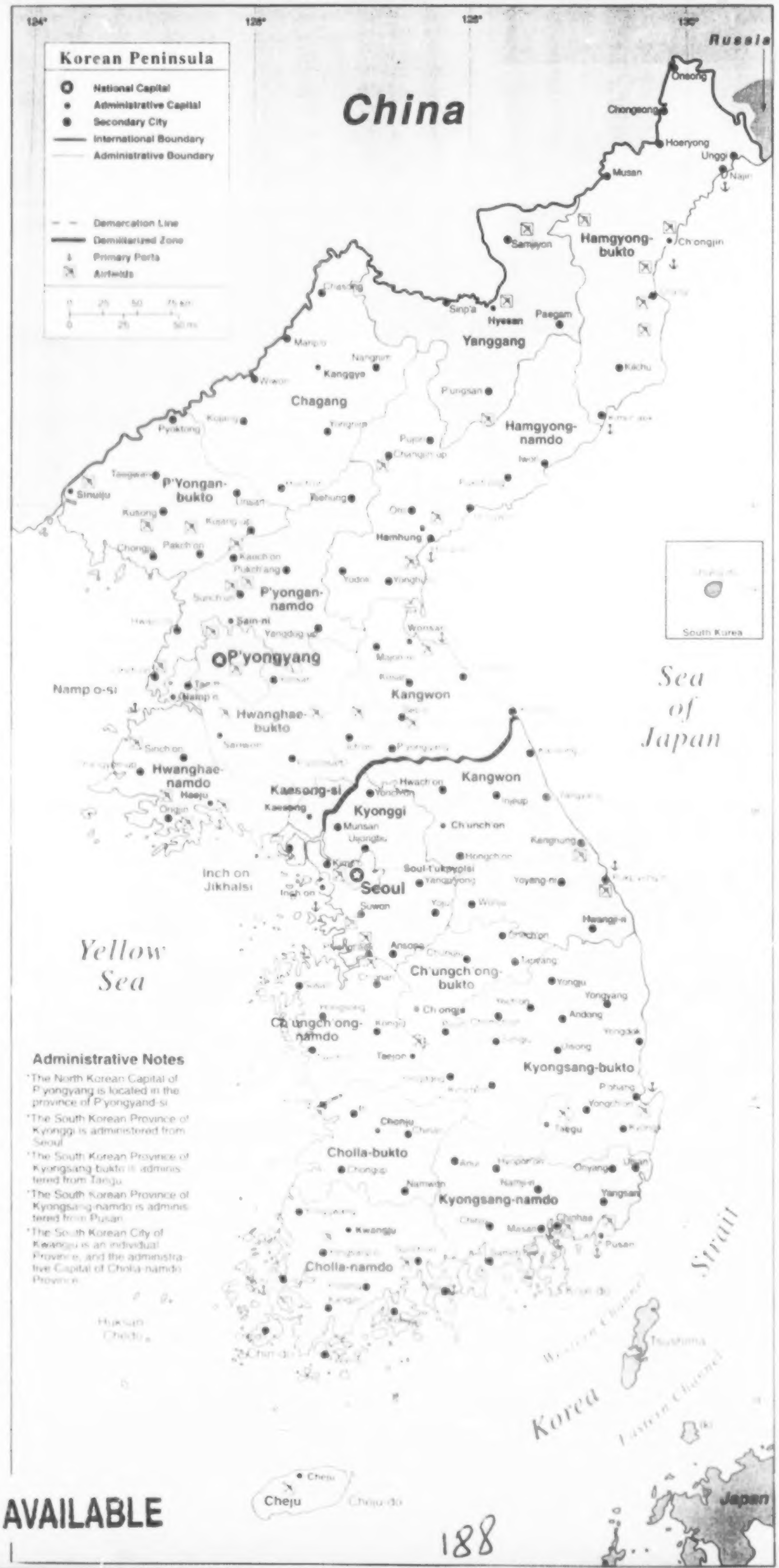
7. Photograph or make video clips of East Asian businesses, places of worship and recreation, and homes within the area. Use yellow pages to locate, map out routes and organize groups for coverage of selected areas. Display visuals, along with essays, explaining the type of businesses and effects upon the local community. [Also themes CCC, TPDC, ACV]

8. Ask students to individually record all activities within a limited time span. Highlight names of products used and then determine the origin. Graph data by categories of products and origins. Explain interdependence. [Also theme TPDC]

9. Display a variety of shirts (or other articles) that students collect from their homes. Identify countries of origin. Map results with keys showing numbers of shirts originating within world regions. Group shirts by regions as well as compare and explain use of materials, design, styles and craftsmanship. Assess the East Asian influence on the local market of shirts. Extrapolate to world markets. Predict future trends. [Also themes CCC, TPDC, ACV]

APPENDIX II

MAPS OF EAST ASIA


124°
126°
128°
130°
Korean Peninsula
National Capital
Administrative Capital
Secondary City
International Boundary
Administrative Boundary
Demarcation Line
Demilitarized Zone
Primary Ports
Airfields
0 25 50 75 km
0 25 50 mi
China
Russia
Onsong
Chongsong
Hoeryong
Unggi
Najin
Musan
Samjiyon
Hamgyong-bukto
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Pyoktong
Sinuiju
P'Yongan-bukto
Kusong
Chongju
Hamhung
P'yongan-namdo
Sain-ni
Wonsan
P'yongyang
Namp'o-si
Hwanghae-bukto
Kangwon
Sinch'on
Hwanghae-namdo
Haeju
Ongjin
Kaesong-si
Kaesong
Hwach'on
Kyonggi
Munsan
Uijongbu
Ch'unch'on
Hongch'on
Kangnung
Inch'on Jikhalsi
Inch'on
Seoul
Soul-t'ukpyolsi
Suwon
Wonju
Yoyang-ni
Sea of Japan
South Korea
Yellow Sea
Ch'ungch'ong-bukto
Ch'ongju
Ch'ungch'ong-namdo
Taejon
Andong
Yongdok
Kyongsang-bukto
P'ohang
Taegu
Chonju
Cholla-bukto
Namwon
Kyongsang-namdo
Ulsan
Yangsan
Chinhae
Masan
Pusan
Kwangju
Cholla-namdo
Huksan Chedo
Chin-do
Korea Strait
Western Channel
Eastern Channel
Tsushima
Cheju
Cheju-do
Japan

Administrative Notes

- The North Korean Capital of P'yongyang is located in the province of P'yongyand-si
- The South Korean Province of Kyonggi is administered from Seoul
- The South Korean Province of Kyongsang bukto is administered from Taegu
- The South Korean Province of Kyongsang-namdo is administered from Pusan
- The South Korean City of Kwangju is an individual Province, and the administrative Capital of Cholla-namdo Province

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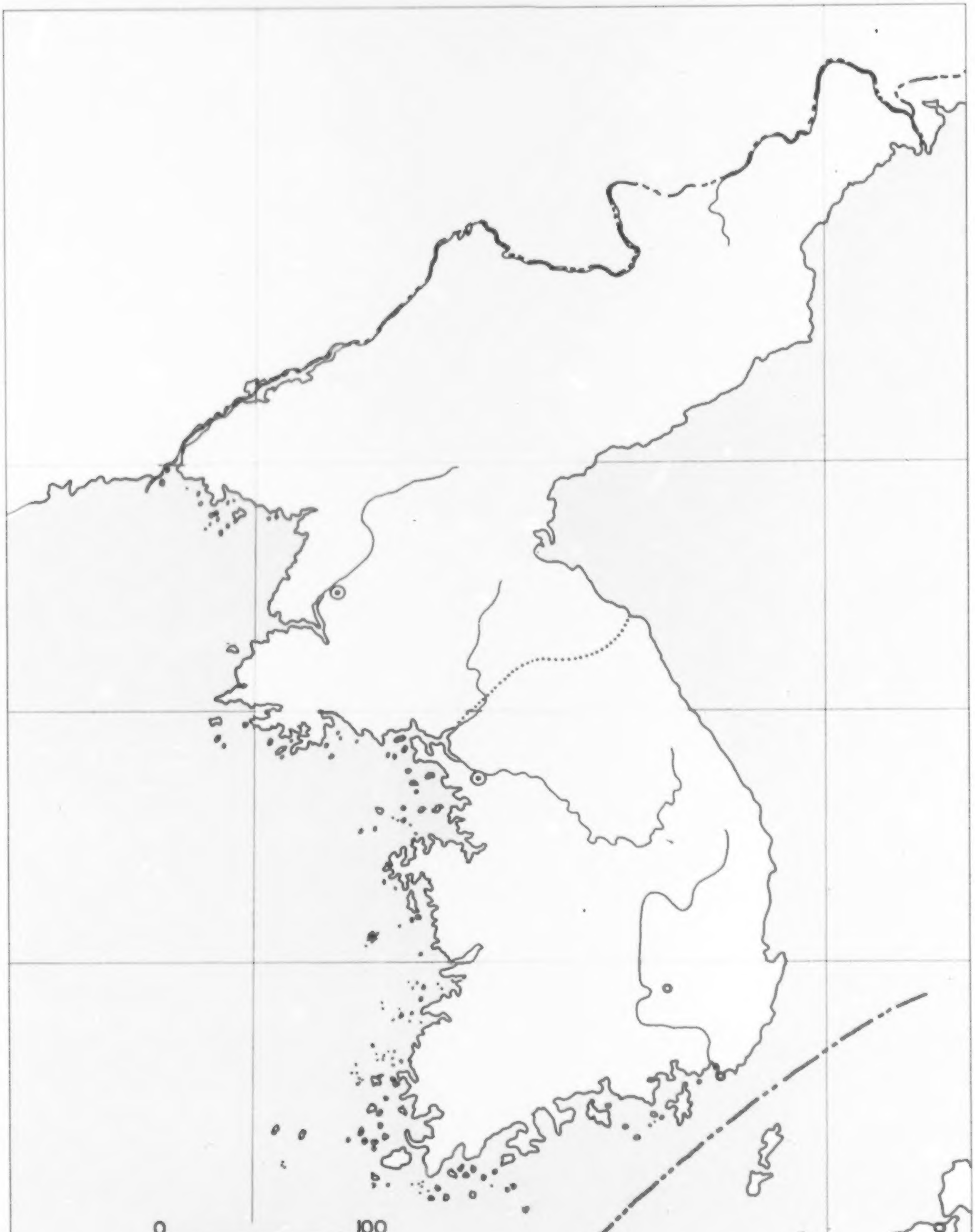
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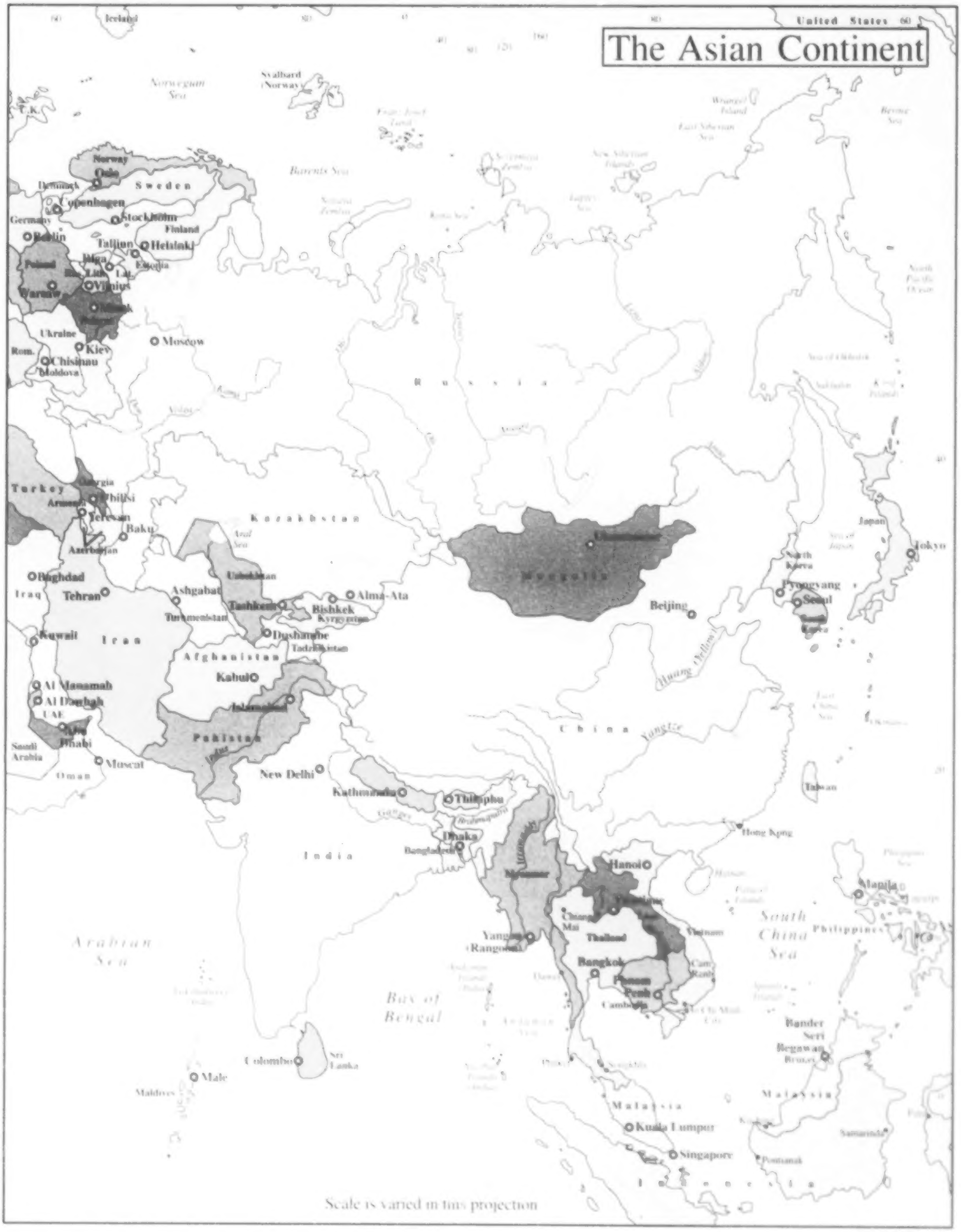
The Asian Continent
Iceland
Svalbard (Norway)
Norwegian Sea
Barents Sea
U.K.
Norway
Oslo
Sweden
Denmark
Copenhagen
Stockholm
Finland
Germany
Berlin
Tallinn
Helsinki
Estonia
Riga
Vilnius
Poland
Warsaw
Minsk
Ukraine
Kiev
Moscow
Rom.
Chisinau
Moldova
Russia
Turkey
Georgia
Tbilisi
Armenia
Yerevan
Baku
Azerbaijan
Kazakhstan
Aral Sea
Uzbekistan
Ashgabat
Turkmenistan
Tashkent
Bishkek
Kyrgyzstan
Alma-Ata
Dushanbe
Tadzhikistan
Baghdad
Iraq
Tehran
Iran
Kuwait
Afghanistan
Kabul
Islamabad
Pakistan
Al Manamah
Al Dawhah
UAE
Abu Dhabi
Saudi Arabia
Muscat
Oman
New Delhi
Kathmandu
Thimphu
Dhaka
Bangladesh
India
Mongolia
Beijing
Huang (Yellow)
China
Yangtze
North Korea
Pyongyang
Seoul
South Korea
Japan
Tokyo
Taiwan
Hong Kong
Myanmar
Hanoi
Vientiane
Chiang Mai
Thailand
Vietnam
Yangon (Rangoon)
Bangkok
Phnom Penh
Cambodia
Manila
Philippines
South China Sea
Arabian Sea
Bay of Bengal
Colombo
Sri Lanka
Male
Maldives
Bandar Seri Begawan
Brunei
Malaysia
Kuala Lumpur
Singapore
Indonesia
United States
Scale is varied in this projection

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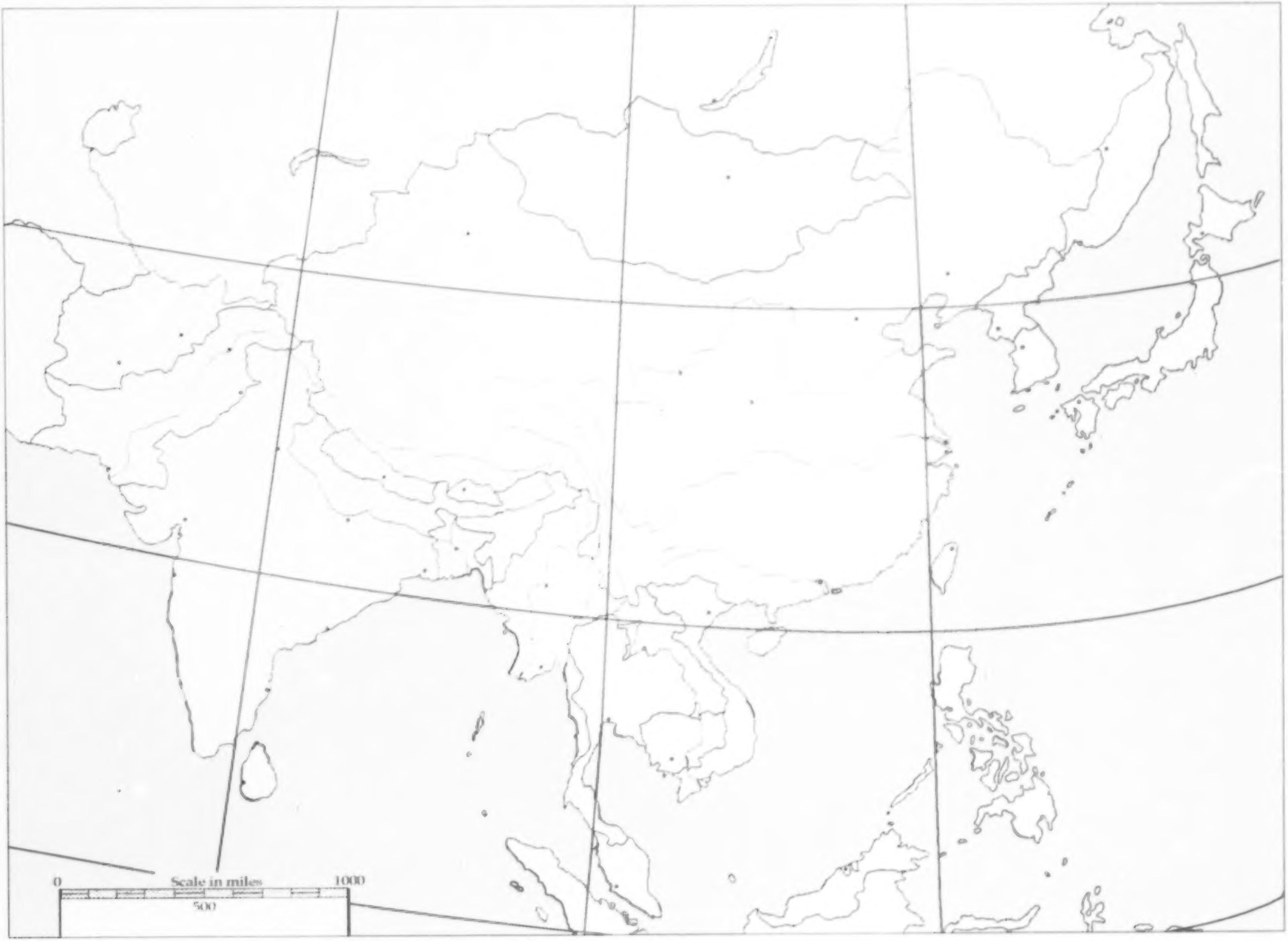
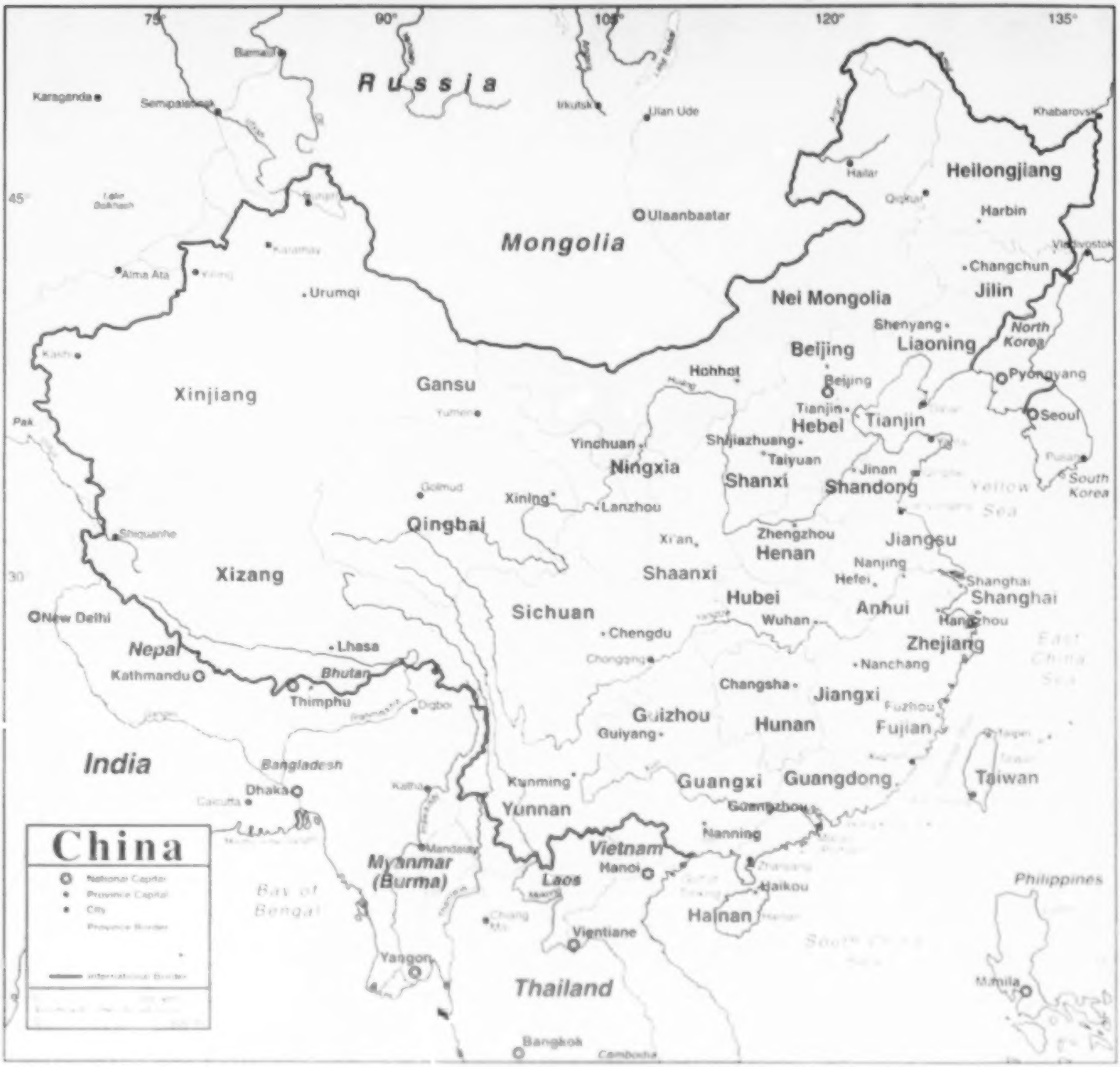

0
Scale in miles
1000
500


75°
90°
105°
120°
135°
45°
30°
Russia
Karaganda
Semipalatinsk
Barnaul
Irkutsk
Ulan Ude
Khabarovsk
Hailar
Qiqihar
Heilongjiang
Harbin
Vladivostok
Changchun
Jilin
Ulaanbaatar
Mongolia
Lake Balkhash
Karamay
Alma Ata
Yining
Urumqi
Nei Mongolia
Shenyang
Liaoning
North Korea
Beijing
Hohhot
Pyongyang
Seoul
Kashi
Xinjiang
Gansu
Yumen
Tianjin
Hebei
Pak.
Yinchuan
Shijiazhuang
Taiyuan
Ningxia
Shanxi
Jinan
Shandong
Yellow Sea
South Korea
Golmud
Xining
Lanzhou
Qinghai
Xi'an
Zhengzhou
Henan
Jiangsu
Shiquanhe
Xizang
Shaanxi
Nanjing
Hefei
Shanghai
New Delhi
Hubei
Sichuan
Anhui
Wuhan
Hangzhou
Nepal
Lhasa
Chengdu
Zhejiang
Chongqing
East China Sea
Nanchang
Kathmandu
Bhutan
Thimphu
Changsha
Jiangxi
Digboi
Fuzhou
Guizhou
Hunan
Fujian
Guiyang
India
Bangladesh
Kunming
Guangxi
Guangdong
Taiwan
Dhaka
Calcutta
Yunnan
Guangzhou
Nanning
Vietnam
Mandalay
Myanmar (Burma)
Laos
Hanoi
Zhanjiang
Haikou
Philippines
Bay of Bengal
Hainan
Chiang Mai
Vientiane
South China Sea
Yangon
Thailand
Manila
Bangkok
Cambodia
China
National Capital
Province Capital
City
Province Border
International Border

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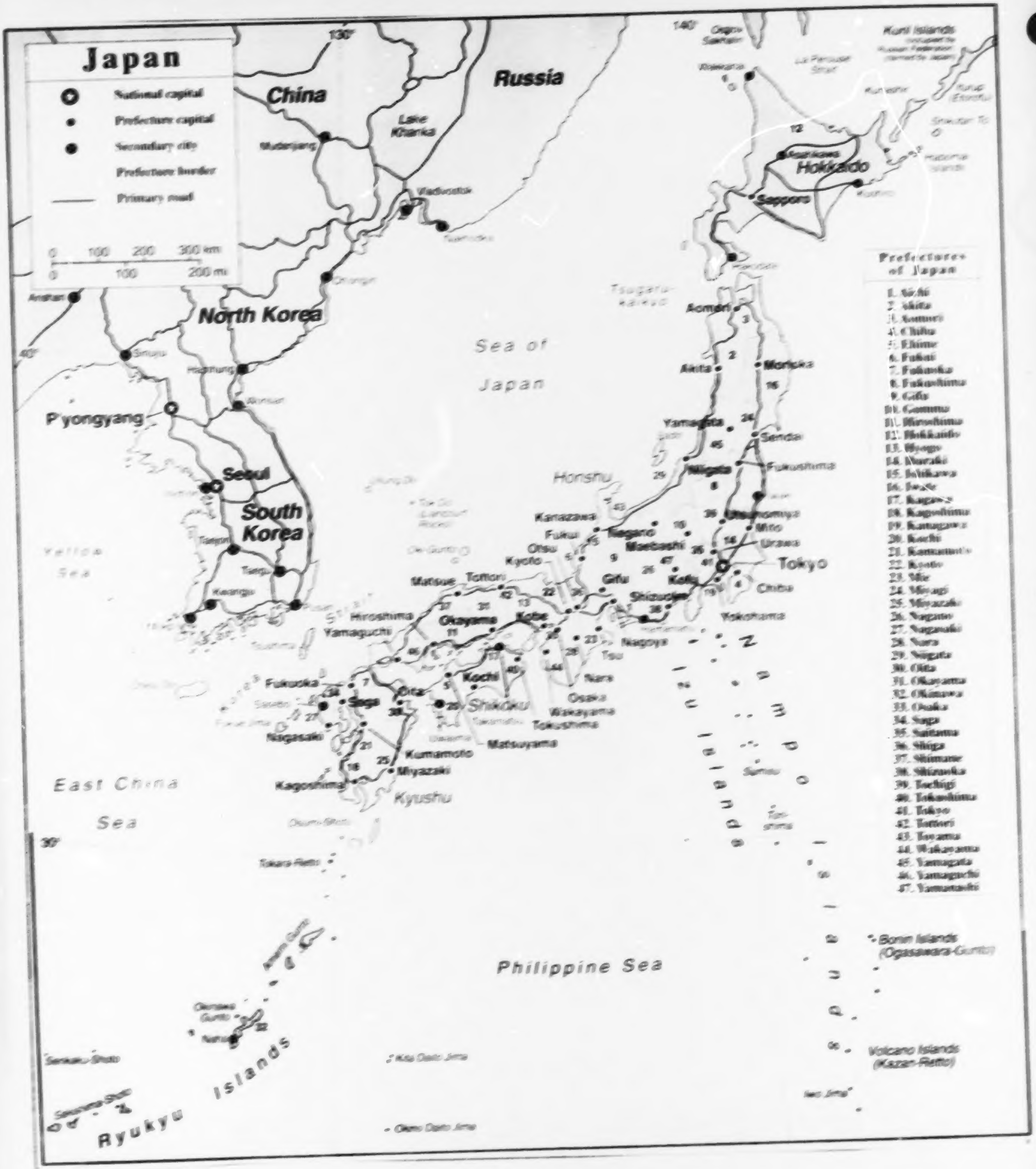
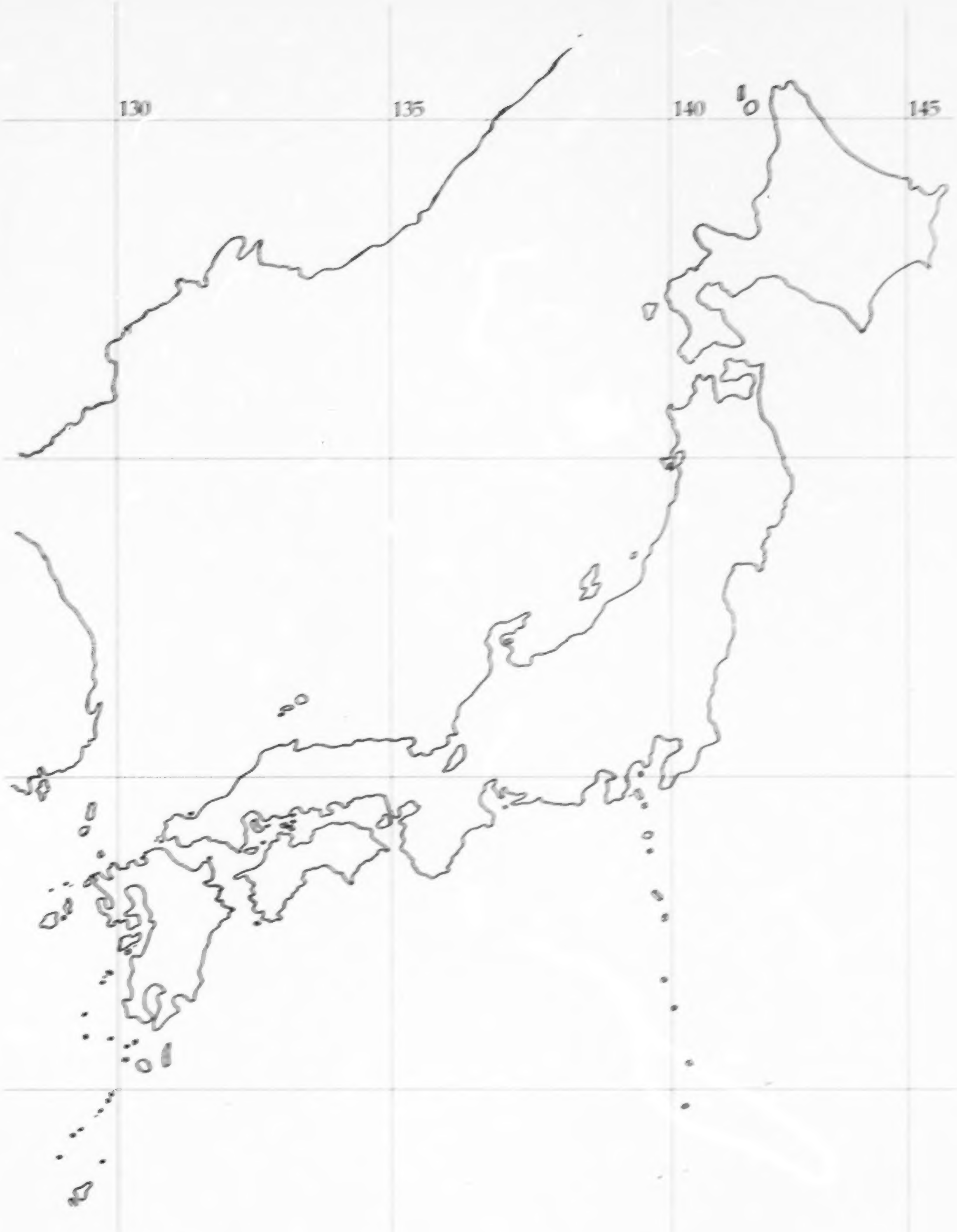
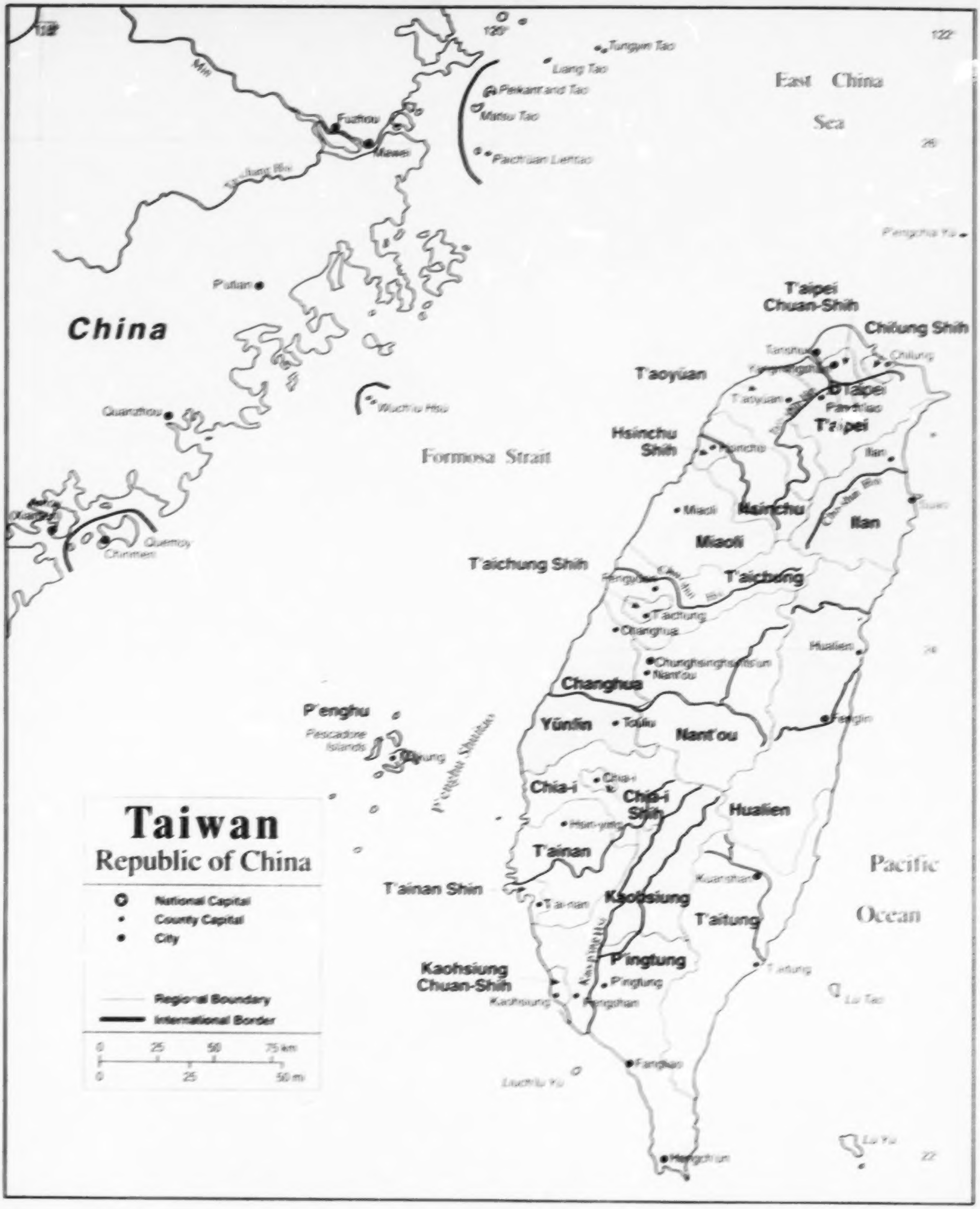

Japan
National capital
Prefecture capital
Secondary city
Prefecture border
Primary road
0 100 200 300 km
0 100 200 mi
China
Russia
North Korea
South Korea
P'yongyang
Seoul
Sea of Japan
Yellow Sea
East China Sea
Philippine Sea
Hokkaido
Honshu
Shikoku
Kyushu
Sapporo
Aomori
Akita
Morioka
Yamagata
Sendai
Niigata
Fukushima
Kanazawa
Fukui
Nagano
Maebashi
Utsunomiya
Mito
Urawa
Tokyo
Chiba
Yokohama
Kofu
Shizuoka
Gifu
Nagoya
Tsu
Otsu
Kyoto
Nara
Osaka
Wakayama
Kobe
Tottori
Matsue
Okayama
Hiroshima
Yamaguchi
Tokushima
Kochi
Matsuyama
Fukuoka
Saga
Nagasaki
Oita
Kumamoto
Miyazaki
Kagoshima
Naha
Ryukyu Islands
Izu Islands
Nampo
Bonin Islands (Ogasawara-Gunto)
Volcano Islands (Kazan-Retto)
Iwo Jima
Kuril Islands
Lake Khanka
Vladivostok
Mudanjiang
Sinuiju
Hamhung
Wonsan
Taejon
Taegu
Kwangju
Pusan
Chongjin
Anshan
130°
140°
40°
30°
Prefectures of Japan
1. Aichi
2. Akita
3. Aomori
4. Chiba
5. Ehime
6. Fukui
7. Fukuoka
8. Fukushima
9. Gifu
10. Gumma
11. Hiroshima
12. Hokkaido
13. Hyogo
14. Ibaraki
15. Ishikawa
16. Iwate
17. Kagawa
18. Kagoshima
19. Kanagawa
20. Kochi
21. Kumamoto
22. Kyoto
23. Mie
24. Miyagi
25. Miyazaki
26. Nagano
27. Nagasaki
28. Nara
29. Niigata
30. Oita
31. Okayama
32. Okinawa
33. Osaka
34. Saga
35. Saitama
36. Shiga
37. Shimane
38. Shizuoka
39. Tochigi
40. Tokushima
41. Tokyo
42. Tottori
43. Toyama
44. Wakayama
45. Yamagata
46. Yamaguchi
47. Yamanashi


130
135
140
145
0
200
miles


Taiwan
Republic of China
National Capital
County Capital
City
Regional Boundary
International Border
0 25 50 75 km
0 25 50 mi
119°
120°
122°
26°
24°
22°
China
Min
Fuzhou
Mawei
Putian
Quanzhou
Xiamen
Quemoy
Chinmen
Tungyin Tao
Liang Tao
Peikan Tao
Matsu Tao
Paichuan Liehtao
Wuchiu Hsu
Formosa Strait
East China Sea
Pengchia Yu
T'aipei Chuan-Shih
Chilung Shih
Chilung
Tanshui
Yangmingshan
T'aoyüan
T'aipei
Panch'iao
Hsinchu Shih
Hsinchu
Ilan
Suao
Miaoli
T'aichung Shih
Fengyüan
T'aichung
Changhua
Chunghsinghsints'un
Nant'ou
Yünlin
Touliu
Hualien
Fenglin
P'enghu
Pescadore Islands
Makung
P'enghu Shuitao
Chia-i
Chia-i Shih
Hsin-ying
T'ainan
T'ainan Shih
Kaohsiung
Kuanshan
T'aitung
P'ingtung
Kaohsiung Chuan-Shih
Fengshan
Fangliao
Liuchiu Yu
Hengch'un
Lü Tao
Lan Yu
Pacific Ocean

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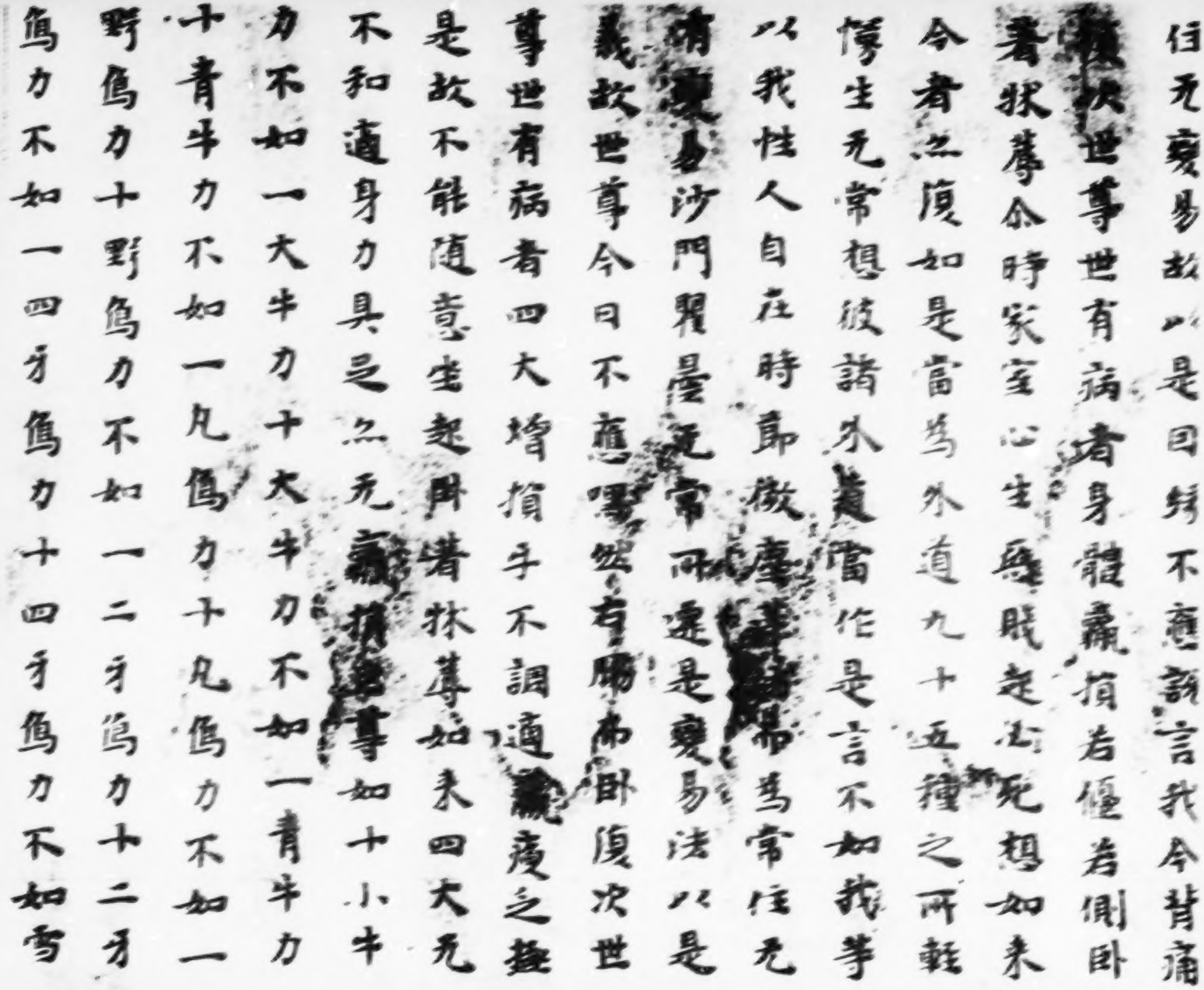

住无變易故以是因緣不應說言我今背痛
復次世尊世有病者身體羸損若僵若側臥
著牀蓐尒時家室心生賤惡起於死想如來
今者亦復如是當爲外道九十五種之所輕
慢生无常想彼諸外道當作是言不如我等
以我性人自在時節微塵等法爲常住无
變易沙門瞿曇无常所遷是變易法以是
義故世尊今日不應嘿然右脇而臥復次世
尊世有病者四大增損互不調適羸瘦乏極
是故不能隨意坐起臥著牀蓐如來四大无
不和適身力具足亦无羸損世尊如十小牛
力不如一大牛力十大牛力不如一青牛力
十青牛力不如一凡象力十凡象力不如一
野象力十野象力不如一二牙象力十二牙
象力不如一四牙象力十四牙象力不如雪

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